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ABSTRACT

One in a series designed to assist Arizona elementary and junior high school teachers in developing children's traffic safety skills, this curriculum guide contains nine lessons on sidewalk vehicles and bicycles for use in kindergarten and grade 1. Introductory information provided for the teacher includes basic highway safety concepts, stressing communication methods for highway users, visibility and judgmental problems, predictability of behavior, and the traffic/pedestrian environment; instructions in using this program, explaining evaluation methods; Arizona laws and city ordinances for Mesa bicycle operation; governing and general rules for bicycle safety. The lessons cover the following subjects: sidewalk vehicles (tricycles, roller skates, wagons, skateboards, and small bicycles), their use, and care; and bicycles, their size, riding positions, safe use, and maintenance. For each lesson a complete plan is provided, incorporating objectives, key points, a list of needed materials, suggested basic and enrichment activities, student assessment procedures, and additional resource materials. The types of activities include class discussions, games, learning songs, coloring and drawing, demonstrations of bicycle care and use, and storytelling. (ELG)

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ARIZONA
TRAFFIC SAFETY EDUCATION

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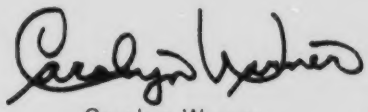
CE 018 195

BICYCLE SAFETY

FOREWORD

Educators, legislators, and citizens from every walk of life in each of the fifty states are studying ways to accommodate boys and girls in our ever-increasing mobile society. With the greater rate of mobility among people comes the need for safety education to assist each child in maintaining a safe and comfortable life. Safety education has long been an integral part of instructional programs in our schools, but we are now attempting to focus on safe highway education through a sequential system of concept development. Basic understandings and safety-oriented attitudes of young people toward responsibility as pedestrians, bicycle riders, and passengers will serve them well through their growing years and into the time when they are driving their own cars.

The Driver and Safety Education Division, Department of Education, in cooperation with the Mesa Public School System, has prepared this Resource Guide for elementary teachers to assist them in helping children develop awareness of their responsibilities as highway users. It is our hope that the Resource Guide aid in cutting across the fabric of the total elementary school program.



Carolyn Warner
Superintendent

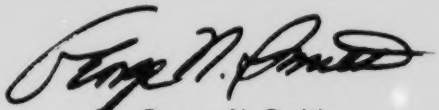
INTRODUCTION

At a time when traffic accidents are a major hazard in the lives of our young people, it is gratifying for the Mesa Public Schools to be involved in the development of this elementary traffic safety education guide. It is our purpose that, with this guide, teachers will be able to provide elementary students with the knowledge, skills and attitudes necessary to avoid the suffering and loss caused by traffic mishaps.

To adequately prepare young citizens to become safe and responsible highway users, a comprehensive K-12 traffic safety program is required. To this end, these lessons, developed from materials gathered from across the entire country, are provided. Key concepts and activities have been researched, formulated and developed, and lesson formats have been designed for ease of teacher use. Materials are not simply provided; a lesson plan concept is used complete with objectives, key points, material lists, suggested (and flexible) activities, student assessment procedures and additional materials not readily available in the classroom.

All lessons have been field-tested throughout the Mesa School District and in other districts. Lessons were evaluated for importance, usability in the classroom, appropriateness of activities and materials, time to teach, grade level, student achievement and interest, and other key variables. Where revisions were needed they were made.

It is our sincere desire that these lessons, in the hands of concerned teachers, will assist our youth in becoming responsible, skillful and safe highway users.



Dr. George N. Smith
Superintendent
Mesa Public Schools

BICYCLE SAFETY K–1

CONTENT

Introduction iii

Using This Program v

Laws Regarding Operation of Bicycles and Play Vehicles vii

Bicycle Safety Rules xi

Lesson

These Are Sidewalk Vehicles 1

Suggested Areas Where Sidewalk Vehicles Can Safely Be Used 2

Proper Care of Sidewalk Vehicles 3

The Proper Method of Using Roller Skates 4

This is a Bicycle 5

Proper Bicycle Fit and Riding Position 6

Ride Your Bicycle in a Safe Area 7

Your Bicycle and Sidewalk Safety Rules 8

Keep Your Bicycle in Good Repair 9

INTRODUCTION

The basic concept of *highway safety education* for elementary students is the need for an understanding of the total traffic picture.

To be a competent highway user, the elementary student as a pedestrian, bicycle rider, passenger or driver, must possess the basic knowledge of the rules and regulations of the traffic mix. After learning the rules and regulations, the student can begin to form the proper attitudes toward his responsibility for the welfare of himself and others as highway users. Through the understanding of one's limitations and the capabilities of other highway users, the elementary student will come to realize his part in providing a safer traffic environment.

Some Supporting Concepts

There are some basic highway safety concepts that should be kept in mind as these lessons are being taught:

1. The "highway user" concept should be advanced to help students identify with some of the activities that take place on the streets and highways and to introduce them to the complexities of the highway transportation system.

2. Highway users must learn to communicate with others. Some forms of communication are as follows:

   a. Eye-to-eye contact. *Example*: The student should learn to look at the car driver, not just the car.

   b. Learn the signs and signals that will provide information as to what the other person is going to do.

   c. Make sure you are communicating clearly and that you are seen before you change directions or move into traffic. *Make sure your action does not place an imposition on another highway user.*

3. Expect and accept other people's errors in judgment and be willing to help them instead of demanding retribution for your inconvenience.

4. The smaller the object, the more difficult it is to see, especially with poor visibility or poor eyesight.

   a. A large adult is easier to see than a small child.

   b. A small highway user is more difficult to see and is oftentimes hidden or camouflaged by objects in the street or highway.

5. The highway user may be experiencing problems, such as:

   Poor eyesight

   Under the influence of alcohol or drugs

   Low angle of the sun, a.m. or p.m.

   Worried or preoccupied with personal or business problems.

6. Children should be made aware of the fact that when they take on the role of a highway user, especially a pedestrian or bicyclist, they are expected to act like adults, make the same choices and demonstrate the same judgment skills (this is usually the first time in their young lives this responsibility occurs).

   There is only one set of rules or laws in our traffic system and it applies to adults as well as children. An error in judgment or willingness to increase the risk result in the same hazard for the child and the adult.

7. The 'Yield Right of Way' concept should be accepted on the basis of who should yield the Right of Way and NOT who has the Right of Way.

   Under no circumstance should we assume the Right of Way until the other highway user yields it.

   The law directs who should yield the Right of Way, NOT who has the Right of Way.

8. The competent highway user will predict what other highway users will do based upon the laws and regulations that they have learned. Therefore, if a child or inexperienced highway user fails to follow the rules or regulations, the factor of unpredictability will add confusion, congestion, and undue hazards to his environment and increase his chances of being involved in a highway crash.

9. Sidewalks are constructed primarily for pedestrians, and streets, highways, and related facilities were established primarily for vehicles. This is done to establish a smooth flow of traffic and create a safety margin or separation between pedestrian traffic and vehicle traffic. Therefore, *when the pedestrian moves from the sidewalk into the street or highway environment, he is moving into a highly hostile and hazardous environment which puts the responsibility on the pedestrian to mix safely with traffic.*

We sincerely hope that this unit on highway safety education will be an effective tool for the teacher to use in improving the childrens' survivability in our transportation system.

USING THIS PROGRAM

This program is designed to equip students with the traffic safety skills they need. Each lesson teaches a skill (OBJECTIVE). The KEY POINTS outline the content necessary to teach that objective. ACTIVITIES are designed to help you teach the key points and reinforce the lesson objective. Students should be assessed after each lesson, or as often as possible, to be certain they have acquired the necessary skills and mastered the objective.

Some assessments require meeting individually with each student, preferably in an area where he will not be distracted. Enrichment activities can be used for other students during this type of assessment (color, cut and paste, etc.) If assessment time becomes a problem, refer to random sampling procedures included in these assessments.

When assessment involves student demonstration and/or description, accept the student's first response, and go on. Do not prompt or give remedial help during assessment. Remedial help and reassessment can be provided later.

After teaching the lesson and assessing each student (or sample of students), record whether or not the student has achieved the objective. A suggested Assessment Checklist is shown below. If a student has mastered the lesson objective, check the box corresponding to that objective and the student's name. Put a circle in the box if the student has not mastered the objective. Reassess after remedial help has been given, and check if the objective is mastered.

NAME	OBJECTIVE NUMBER												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Linda C.	✓	◯											
Bobby R.	✓												

In the example shown above, Linda C. mastered Objective One, and has been assessed on Objective Two, but has not mastered it. Bobby R. has mastered Objective One (after not mastering it on his first attempt). Bobby has not yet been assessed on Objective Two.

ASSESSMENT CHECKLIST

NAME	OBJECTIVE NUMBER												
	1	2	3	4	5	6	7	8	9	10	11	12	13

LAWS REGARDING OPERATION OF BICYCLES

AND PLAY VEHICLES

ARIZONA REVISED STATUTES

28-811. Application of provisions

A. The parent of a child and the guardian of a ward shall not authorize or knowingly permit the child or ward to violate any of the provisions of this chapter.

B. The regulations of this chapter in their application to bicycles shall apply when a bicycle is operated upon any highway or upon any path set aside for the exclusive use of bicycles subject to those exceptions stated in this article.

28-812. Traffic laws apply to persons riding bicycles

Every person riding a bicycle upon a roadway shall be granted all the rights and shall be subject to all duties applicable to the driver of a vehicle by this chapter, except as to special regulations in this article, and except as to those provisions of this chapter which by their nature can have no application.

28-813. Riding on bicycles

A. A person propelling a bicycle shall not ride other than upon or astride a permanent and regular seat attached thereto.

B. No bicycle shall be used to carry more persons at one time than the number for which it is designed and equipped.

28-814. Clinging to vehicles

No person riding upon any bicycle, coaster, rollerskates, sled or toy vehicle shall attach the same or himself to any vehicle upon a roadway.

28-815. Riding on roadways and bicycle paths

A. Every person operating a bicycle upon a roadway shall ride as near to the right side of the roadway as practicable, exercising due care when passing a standing vehicle or one proceeding in the same direction.

B. Persons riding bicycles upon a roadway shall not ride more than two abreast except on paths or parts of roadways set aside for the exclusive use of bicycles.

C. Wherever a usable path for bicycles has been provided adjacent to a roadway, bicycle riders shall use the path and shall not use the roadway.

28-816. Carrying articles

No person operating a bicycle shall carry any package, bundle or article which prevents the driver from keeping at least one hand upon the handle bars.

28-817. Lamps and other equipment on bicycles

A. Every bicycle when in use at nighttime shall be equipped with a lamp on the front which shall emit a white light visible from a distance of at least five hundred feet to the front and with a red reflector on the rear of a type approved by the department which shall be visible from all distances from fifty feet to three hundred feet to the rear when directly in front of lawful upper beams of head lamps on motor vehicles. A lamp emitting a red light visible from a distance of five hundred feet to the rear may be used in addition to the red reflector.

B. No person shall operate a bicycle equipped with a siren or whistle.

C. Every bicycle shall be equipped with a brake which will enable the operator to make the braked wheels skid on dry, level, clean pavement.

(from "ARIZONA REVISED STATUTES")
available from:

ARIZONA DEPARTMENT OF TRANSPORTATION
Office of Highway Safety
1655 West Jackson Street
Phoenix, Arizona 85007

10-1-16 Traffic laws applicable to persons riding bicycles:

Every person riding a bicycle upon a roadway in the City of Mesa shall be granted all of the rights and shall be subject to all of the duties applicable to vehicles or by the traffic laws of this City of Mesa applicable to the driver of a vehicle, except as to special regulations herein and except as to those provisions of law which by their nature can have no application.

10-1-17 Obedience to traffic-control devices:

Any person operating a bicycle shall obey the instructions of official traffic-control signals, signs, and other control devices applicable to vehicles, unless otherwise directed by a police officer.

Whenever authorized signs are erected indicating that no right or left or U turn is permitted, no person operating a bicycle shall disobey the direction of any such sign, except where such person dismounts from the bicycle to make such turn, in which event such person shall then obey the regulations applicable to pedestrians.

10-1-18 Riding on roadways and bicycle paths:

Every person operating a bicycle upon a roadway shall ride as near to the right hand side of the roadway as practicable, exercising due care when passing a standing vehicle or one proceeding in the same direction.

Persons riding bicycles upon a roadway shall not ride more than two (2) abreast except on paths or parts of roadways set aside for the exclusive use of bicycles.

10-1-19 Speed:

No person shall operate a bicycle at a speed greater than is reasonable and prudent under the conditions then existing.

10-1-20 Emerging from alley or driveway:

The operator of a bicycle emerging from an alley, driveway, or building, shall upon approaching a sidewalk or the sidewalk area extending across any alleyway, yield the right-of-way to all pedestrians approaching on said sidewalk or sidewalk area, and upon entering the roadway shall yield the right-of-way to all vehicles approaching on said roadway.

10-1-21 Clinging to vehicles:

No person riding upon any bicycle shall attach the same or himself to any vehicle upon a roadway.

10-1-22 Carrying articles:

No person operating a bicycle shall carry any package, bundle, or article which prevents the rider from keeping at least one (1) hand upon the handle bars.

10-1-23 Parking:

No person shall park a bicycle upon a street other than upon the roadway against the curb or upon the sidewalk in a rack to support the bicycle or against a building or at the curb, in such a manner as to afford the least obstruction to pedestrian traffic.

10-1-24 Riding on sidewalks:

No person shall ride a bicycle upon a sidewalk within a business district.

The Chief of Police is authorized to erect signs on any sidewalk or roadway prohibiting the riding of bicycles thereon by any person and when such signs are in place no person shall disobey the same.

10-1-25 Lamps and other equipment on bicycles:

Every bicycle when in use at nighttime shall be equipped with a lamp on the front which shall emit a white light visible from a distance of at least 500 feet to the front and with a red reflector on the rear of a type which shall be visible from all distances from fifty feet (50') to 300 feet to the rear when directly in front of lawful upper beams of head lamps on a motor vehicle. A lamp emitting a red light visible from a distance of 500 feet to the rear may be used in addition to the red reflector.

No bicycle shall be equipped with nor shall any person use upon a bicycle any siren or whistle.

Every bicycle shall be equipped with a brake which will enable the operator to make the braked wheel skid on dry, level, clean pavement. (Res. No. 860 10-19-1948)

10-1-26 Unlawful acts:

It shall be unlawful for any person to fail to register and secure license for any bicycle owned by such person, or to violate any of the provisions of the City of Mesa Bicycle Code, as stated herein, providing for the registration, licensing, and regulation of all bicycles operated in the Municipality.

That the parent of any child or the guardian of any ward shall not authorize or knowingly permit any such child or ward to violate any of the provisions of this chapter.

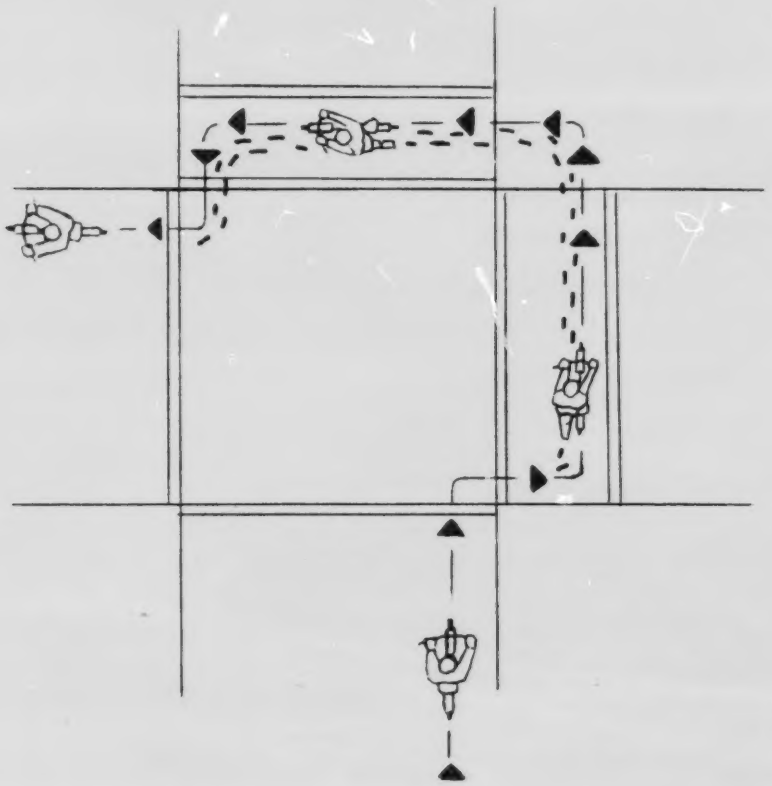
Every person convicted of a violation of any provision of this Chapter shall be punished by a fine of not more than $300, or by imprisonment in the City Jail for not more than six (6) months or both, or by impounding of such person's bicycle for a period of not to exceed 60 days. Ird. No. 227 10-19-1948

BICYCLE SAFETY RULES

1. Ride on the right-hand side of the roadways, with traffic.
2. Ride single file if with a group.
3. Obey all traffic signals and signs.
4. When possible, use less traveled roadways.
5. Never ride on high speed highways (freeways).
6. Be sure to signal your intentions to turn or stop.
7. Yield right of way to pedestrians and automobiles.
8. Walk your bike across busy streets at the intersection.
9. Do not carry passengers or large packages.
10. Make bicycle repairs or adjustments off the road.
11. Always stop or park off the paved portion of the highway.
12. Come to a full stop before entering a street or highway.
13. Never "hitch" rides or ride closely behind any vehicle.
14. Never ride out from between parked cars.
15. Your bicycle should be equipped with a white headlight and red rear reflector for night riding.
16. It is best to wear light-colored clothing when riding at night.
17. A bicycle that is used frequently after dark should have reflectorized tape and equipment, and proper lighting.
18. Carry parcels only in an approved rack or carrier.
19. Equip bicycle with a bell or other warning device.
20. Ride in a straight line—never weave in and out of traffic.

21. On less traveled streets, make left turns from the traffic lane nearest the center line; make right turns from the lane nearest the curb.

21a. Young bicycle riders should dismount and walk their bicycles using the pedestrian crosswalks to get on the street going left.



22. Always park your bicycle in a designated place or at least where it will not impede vehicular or pedestrian traffic.

23. Always avoid riding a bicycle whenever you are tired or ill.

24. Avoid riding in bad or stormy weather.

25. Keep in mind that a bicycle is a slow-moving vehicle, so try not to interfere with the normal flow of traffic.

26. Ride on the sidewalk when it is legal. (Check with your local police. Many cities encourage this.)

27. Always ride in bike lanes, paths, and routes when available.

BICYCLE SAFETY – KINDERGARTEN AND FIRST GRADE

LESSON ONE

"THESE ARE SIDEWALK VEHICLES"

OBJECTIVE ONE

Given examples of sidewalk vehicles and non-sidewalk vehicles, the student will identify those examples which are sidewalk vehicles.

KEY POINTS

1. Sidewalk vehicles are classified as those toys that children can ride on or ride in. Examples of sidewalk vehicles are wagons, tricycles, pedal cars, roller skates, skate boards and *small bicycles* with training wheels.

2. Sidewalk vehicles should be used ONLY on the sidewalk and in the yard. (This includes small bicycles.)

MATERIALS NEEDED

The pictures accompanying this lesson. (Activity 1 and 2)

Old magazines and scissors. (Activity 3)

Students' miniature toys with wheels. (Activity 6)

Enough copies of the assessment item for each student.

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Show the picture of the six sidewalk vehicles. Ask the students questions like the following:

   What do we call each of these objects?

In what ways are they alike? (all have wheels, are used by children, and on the sidewalk, are toys, are ridden on and in, etc.)

Explain that all of the toys shown are called "sidewalk vehicles."

Why do you think they are called sidewalk vehicles?

Can you think of any other sidewalk vehicles you or your friends have at home? (Big wheel, fire engine, etc.)

2. Show the students each of the pictures accompanying this unit (plus any additional pictures you collected). Ask the students to tell whether or not each picture has a sidewalk vehicle in it.

3. Have the students go through old magazines and catalogs and cut out pictures of sidewalk vehicles. Walk through the classroom to see if the students understand what a sidewalk vehicle is.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Have students take turns acting as sidewalk vehicles, while other students guess what they are. Or have students act as any kind of vehicle, while other students guess where they are used and what they are. Questions should be answered only "Yes" or "No."

5. Have students draw pictures of sidewalk vehicles.

6. Have each student bring a toy with wheels to school. Discuss the characteristics of each toy, and where a real vehicle like it would be used. On the chalkboard or a large picture chart, draw the heading for three categories—a sidewalk (sidewalk vehicles), a street (street vehicles), and a metal rail with crossties (track vehicles). As the students identify where each vehicle should go, draw that vehicle under the proper category (or have the student draw it). Classify each vehicle according to where it is used.

Sidewalk Vehicles	Street Vehicles	Track Vehicles
tricycle	fire engine	train
scooter	bus	streetcar
skates	car	
doll buggy	jeep	
wagon	taxi	
small bicycle	truck	
skate board		

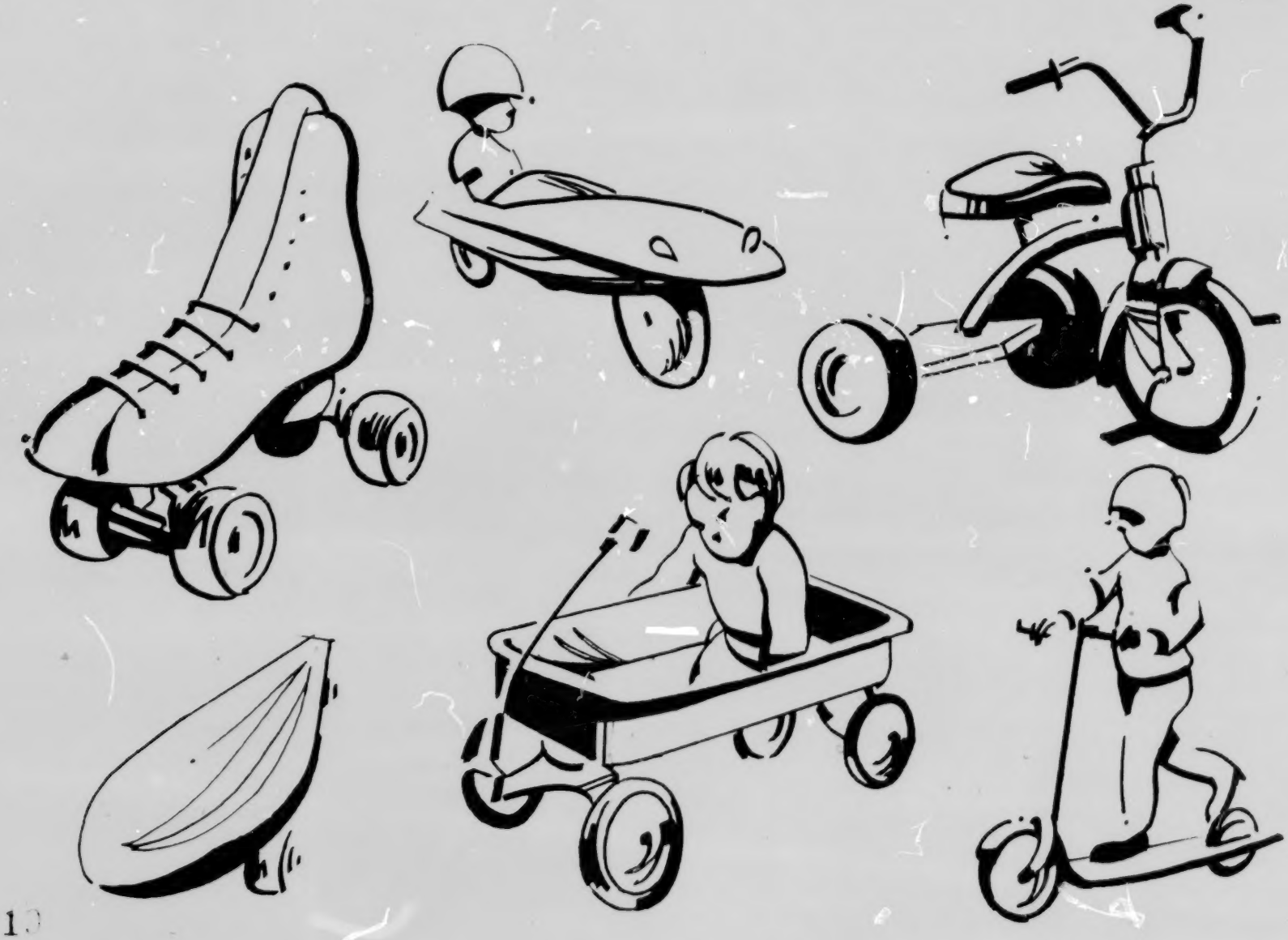
(You may want to have a separate category for specialized vehicles such as racing cars, motorcycles, etc.)

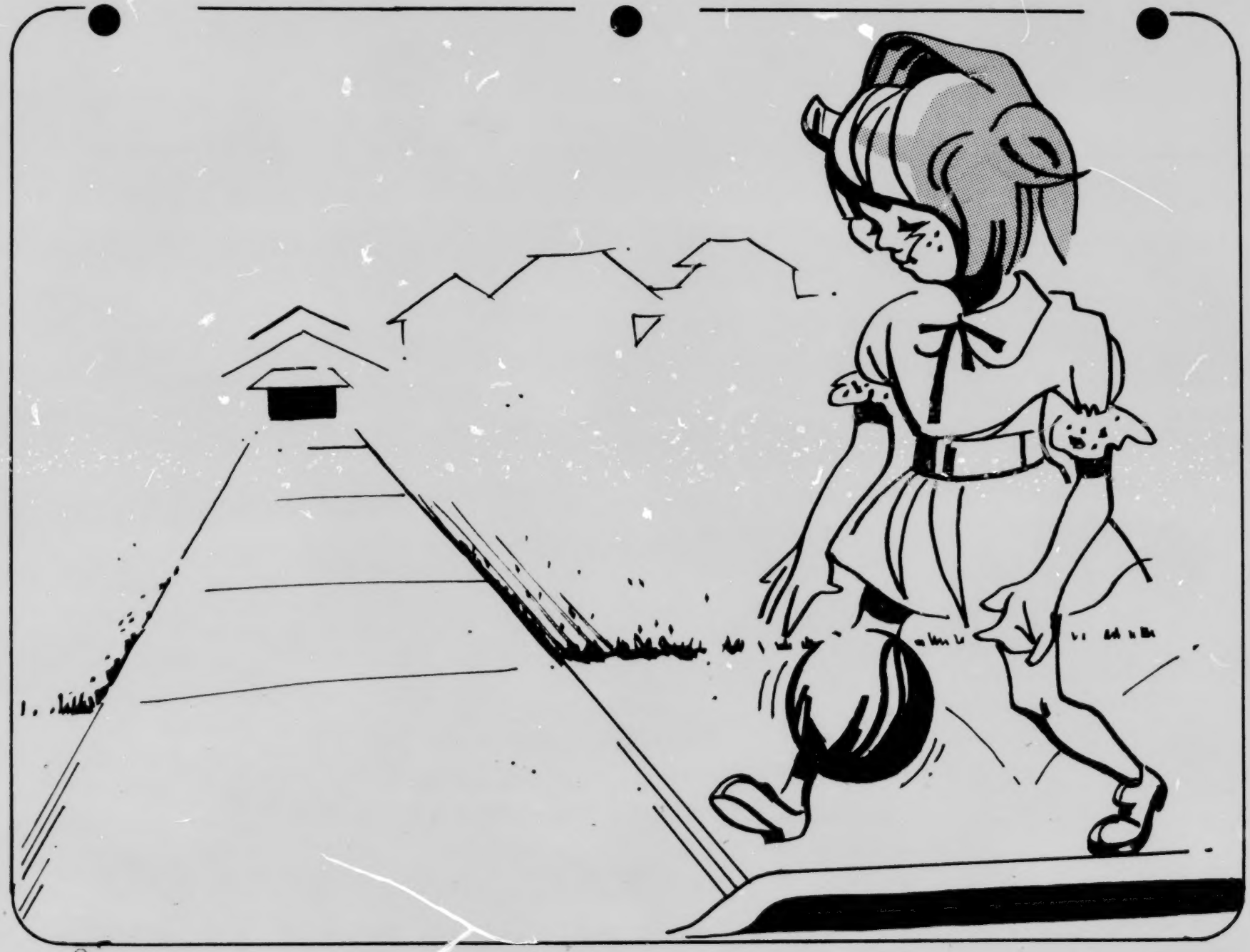
SUMMARY

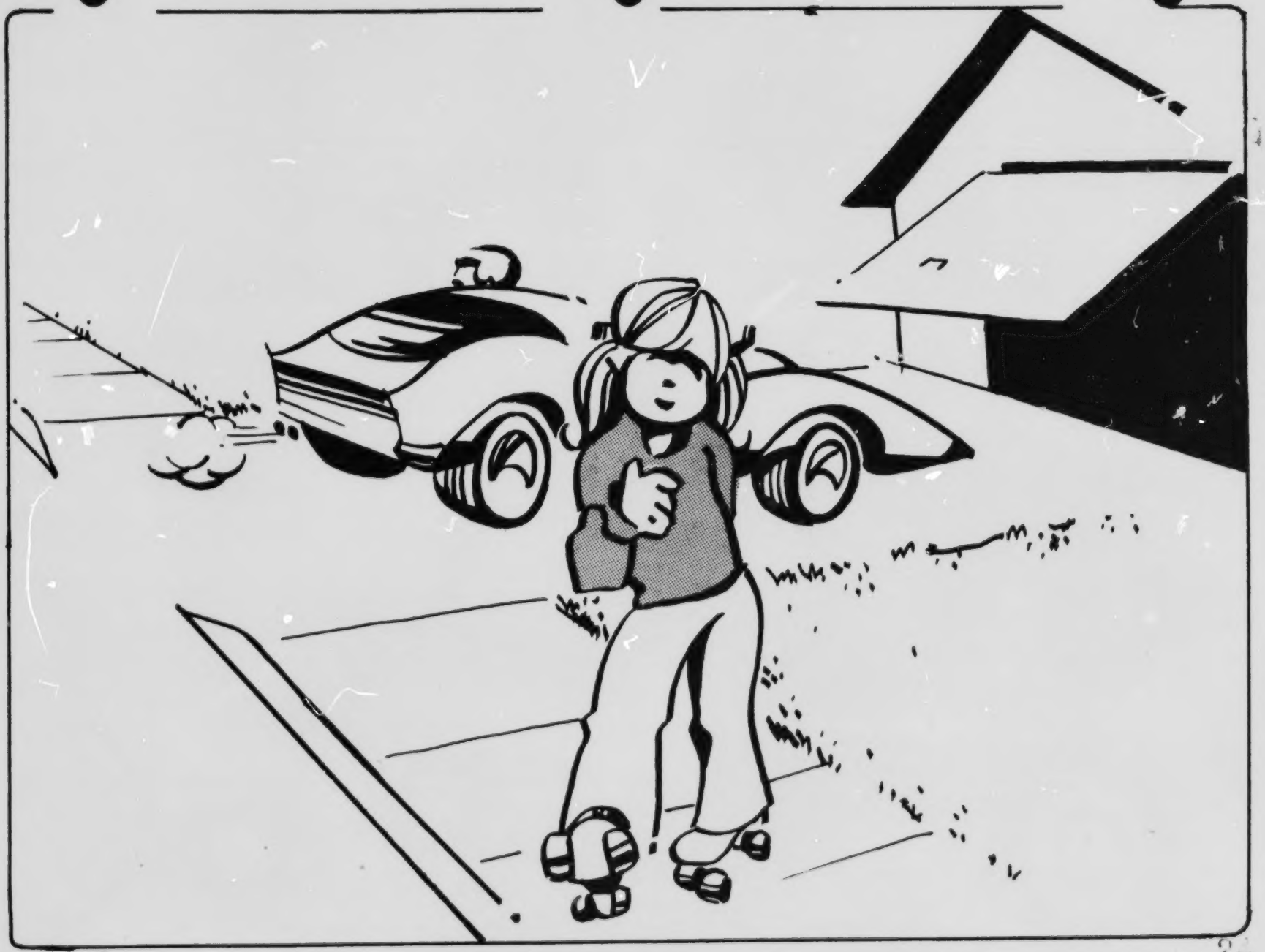
Remind the students that sidewalk vehicles are those toys that they can ride on or ride in, on the sidewalk only.

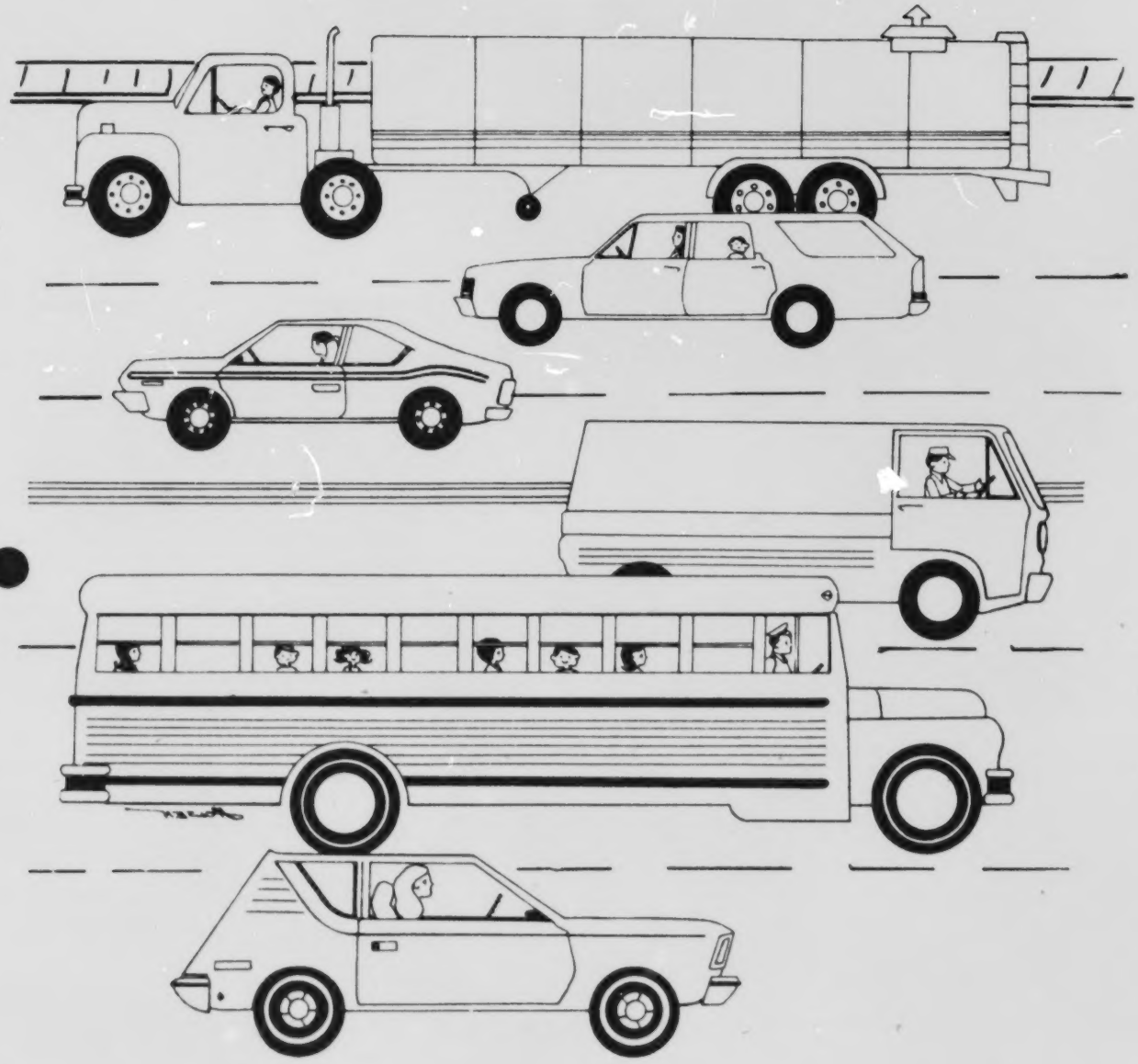
ASSESSMENT PROCEDURE (OPTIONAL)

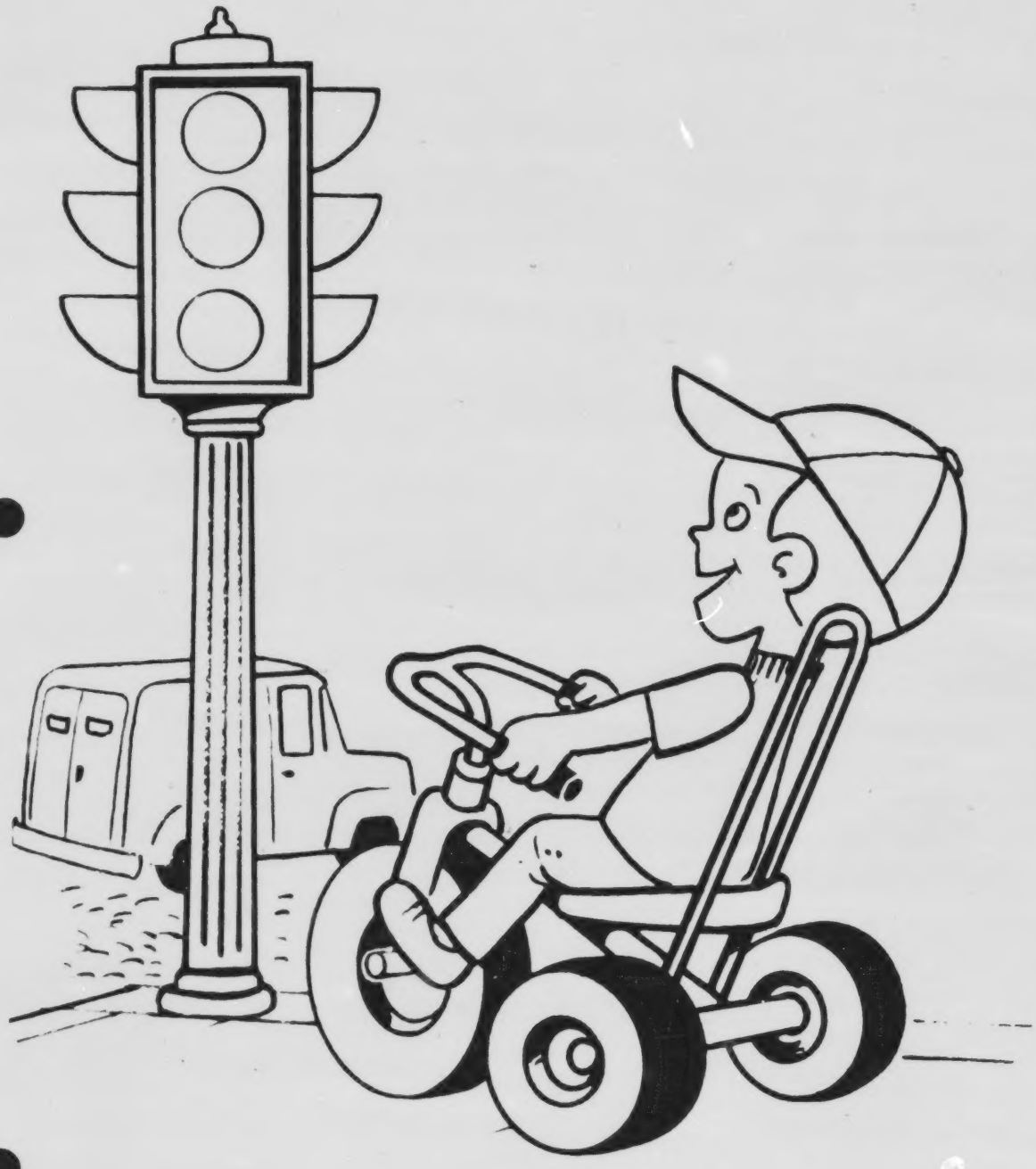
Give each student a copy of the assessment item and instruct the students to draw a circle around each picture of a sidewalk vehicle. Collect the assessment items and complete the assessment checklist so that you can identify and give assistance to those students who need further instruction.





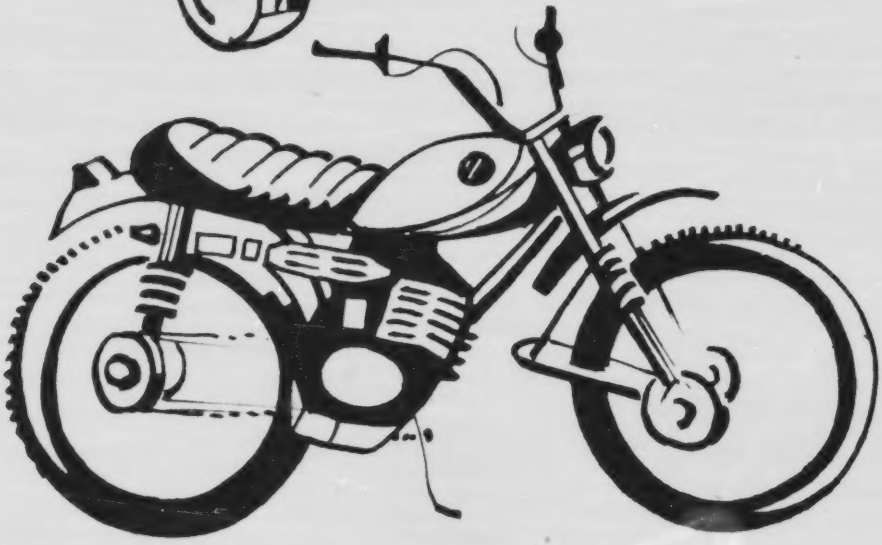


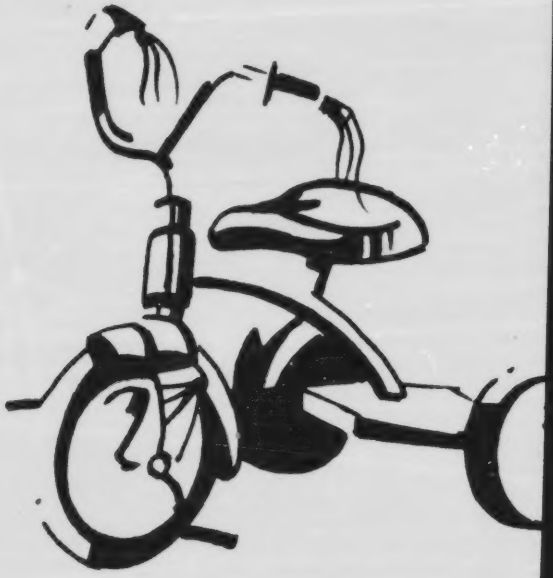




ASSESSMENT

NAME _____





BICYCLE SAFETY – KINDERGARTEN AND FIRST GRADE

LESSON TWO

"SUGGESTED AREAS WHERE SIDEWALK VEHICLES CAN SAFELY BE USED"

OBJECTIVE TWO

Given examples of various areas and situations where sidewalk vehicles might be used, the student will identify the areas where he would safely operate his sidewalk vehicle.

KEY POINTS

1. Sidewalk vehicles are designed to be used away from traffic, because they are very small and they and their riders would not be easy to see in traffic.
2. When students use their sidewalk vehicles on the sidewalk, they should:
   a. Keep to the right side of the sidewalk.
   b. Not block the way of pedestrians.
   c. Watch out for cars backing out of or pulling into driveways and alleys.
   d. Be responsible for the safety of other sidewalk users, especially pedestrians.

MATERIALS NEEDED

The pictures accompanying this lesson.

Colored yarn to make an arm band for each student. (Activity 2 and 4)

The "Hokey Pokey" words accompanying this lesson. (Activity 4)

Enough copies of the assessment item for each student.

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Use the pictures accompanying this lesson to stimulate discussion.

   a. Show the students the pictures of the sidewalk, patio and playground. Explain to the students that sidewalk vehicles should be used away from the traffic and not in the street.

   b. Show the students the picture of the youngster driving a sidewalk vehicle on the sidewalk. Ask questions like the following:

      Where should he ride? (Right side)

      What should he be careful of? (Driveways and alleys)

      Stress the KEY POINTS. (Be sure students understand their right side and left side.) Ask what side of the street his Daddy drives on. Why? What would happen if Daddy went down the middle?

NOTE: If it is necessary to teach RIGHT-LEFT discrimination before the Basic Activities can be used, see Enrichment Activities 2, 3, or 4 below.

   c. Show the students the picture of the boy driving down the middle of the sidewalk. Ask the students to tell what the boy is doing incorrectly, and why. You can ask several students to act out what might happen when people do not keep to the right. (They bump into each other.)

   d. Show the students pictures of driveways with a car backing out, car pulling into an empty driveway, and the driveway with no cars. Have the students identify the safest driveway to cross.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

2. RIGHT-LEFT Identification.

   Right arm–left arm activities. The teacher stands with back to the class and raises her right arm, then right leg, etc.

   a. Have children raise the right arm, then raise the left arm, saying "I put my *right* hand up; I put my *left* hand up."

   b. Have children extend the right leg out, keeping the knees straight, then extend the left leg, saying "I put my *right* foot up; I put my *left* foot up."

   Repeat this activity several times to familiarize the children with the terms RIGHT and LEFT.

3. Right–Left directionality activities. Direct the children to:

   a. Raise the *right* arm. Put it down.
      Raise the *left* arm. Put it down.

   b. Raise the *right* leg. Put it down.
      Raise the *left* leg. Put it down.

   c. Raise the *right* arm and *left* leg.
      Raise the *left* arm and *right* leg.

   d. Swing the *right* arm.
      Swing the *left* arm.

   e. Swing the *right* leg.
      Swing the *left* leg.

   f. Swing the *right* arm and *right* leg.
      Swing the *left* arm and *left* leg.

   g. Swing the *right* arm and *left* leg.
      Swing the *left* arm and *right* leg.

   Vary these exercises by having the children stand, sit, or lie down.

4. Teach the children the "Hokey-Pokey Song and Dance." (Children may need to have directionality bands such as yarn on their arms for this activity. You may not want to use all of the verses at first.) A copy of the words accompanies this lesson.

   Directions: Standing in a circle, the children (line 1) put right hand in and out, (line 2) put right hand in and shake it, (line 3) with hands on hips wiggle hips from side to side and make one complete turn to the right, (line 4) stand in original position. Repeat with left hand, etc.

5. Take students to an actual sidewalk or set up a simulated sidewalk in your classroom with chalk or masking tape. Have students demonstrate, by walking, which is the proper side to drive their sidewalk vehicles on. Then have them demonstrate possible results when people do not travel on the right.

6. Have the students draw pictures of sidewalk vehicles they have at home. Have several students tell where they ride their sidewalk vehicles around their home.

SUMMARY

Remind the students that sidewalk vehicles should be ridden away from the traffic. When using the sidewalk they should keep to the right and be alert for pedestrians and cars turning into or backing out of driveways.

ASSESSMENT PROCEDURE (OPTIONAL)

Give each student a copy of the assessment item. Instruct students to circle the best places to ride sidewalk vehicles. At least three safe areas should be identified. Collect the exercises and complete the assessment checklist, giving help where needed.

Hokey-Pokey Song and Dance

You put your *right* hand in, you put your right hand out
You put your *right* hand in and you shake it all about.
You do the Hokey Pokey and you turn yourself around,
That's what it's all about!

You put your *left* hand in, you put your left hand out
You put your *left* hand in and you shake it all about.
You do the Hokey Pokey and you turn yourself around,
That's what it's all about!

You put your *right* foot in, you put your right foot out
You put your *right* foot in and you shake it all about.
You do the Hokey Pokey and you turn yourself around,
That's what it's all about!

You put your *left* foot in, you put your left foot out
You put your *left* foot in and you shake it all about.
You do the Hokey Pokey and you turn yourself around,
That's what it's all about!

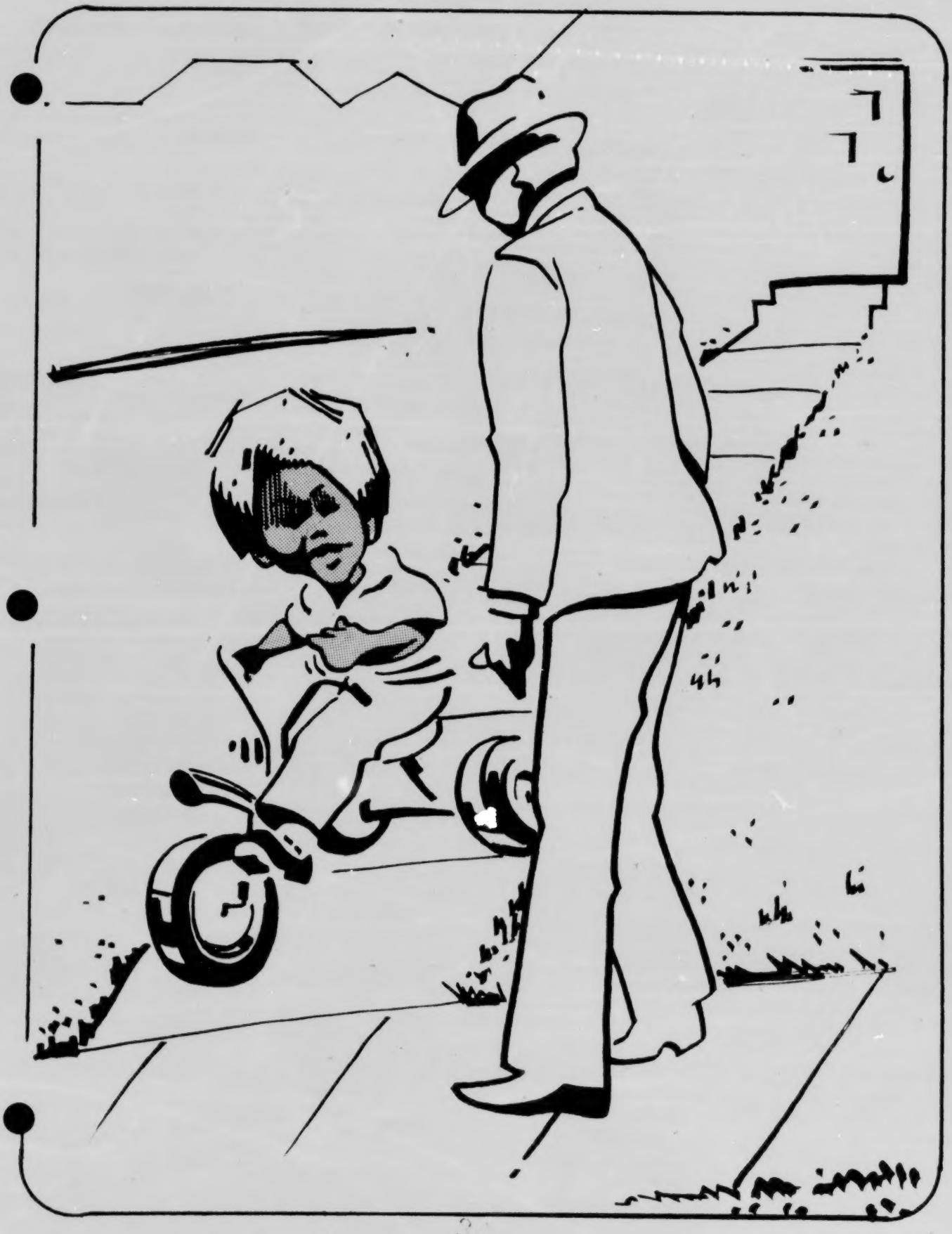
You put your *right* hip in, you put your right hip out
You put your *right* hip in and you shake it all about.
You do the Hokey Pokey and you turn yourself around,
That's what it's all about!

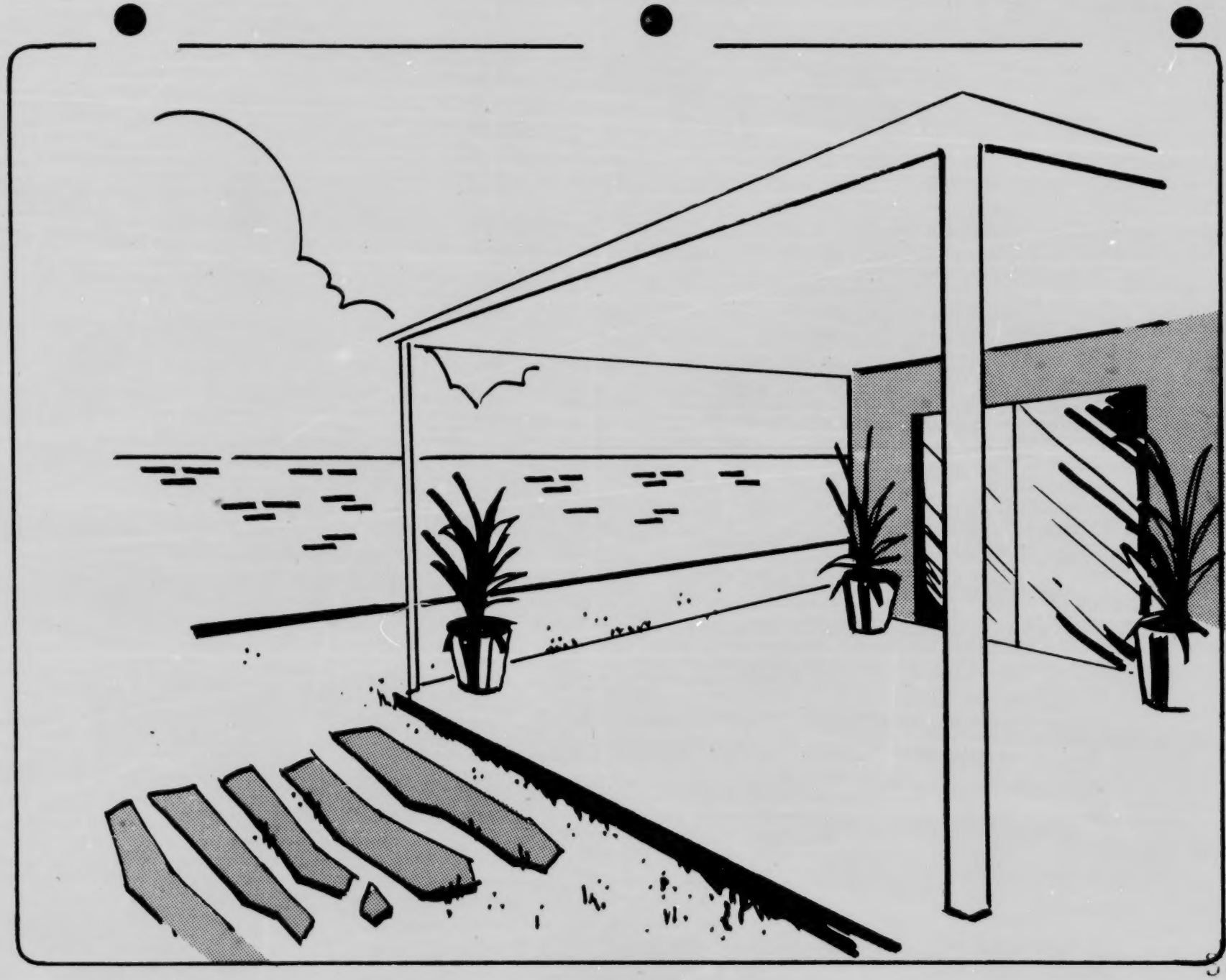
You put your *left* hip in, you put your left hip out
You put your *left* hip in and you shake it all about.
You do the Hokey Pokey and you turn yourself around,
That's what it's all about!

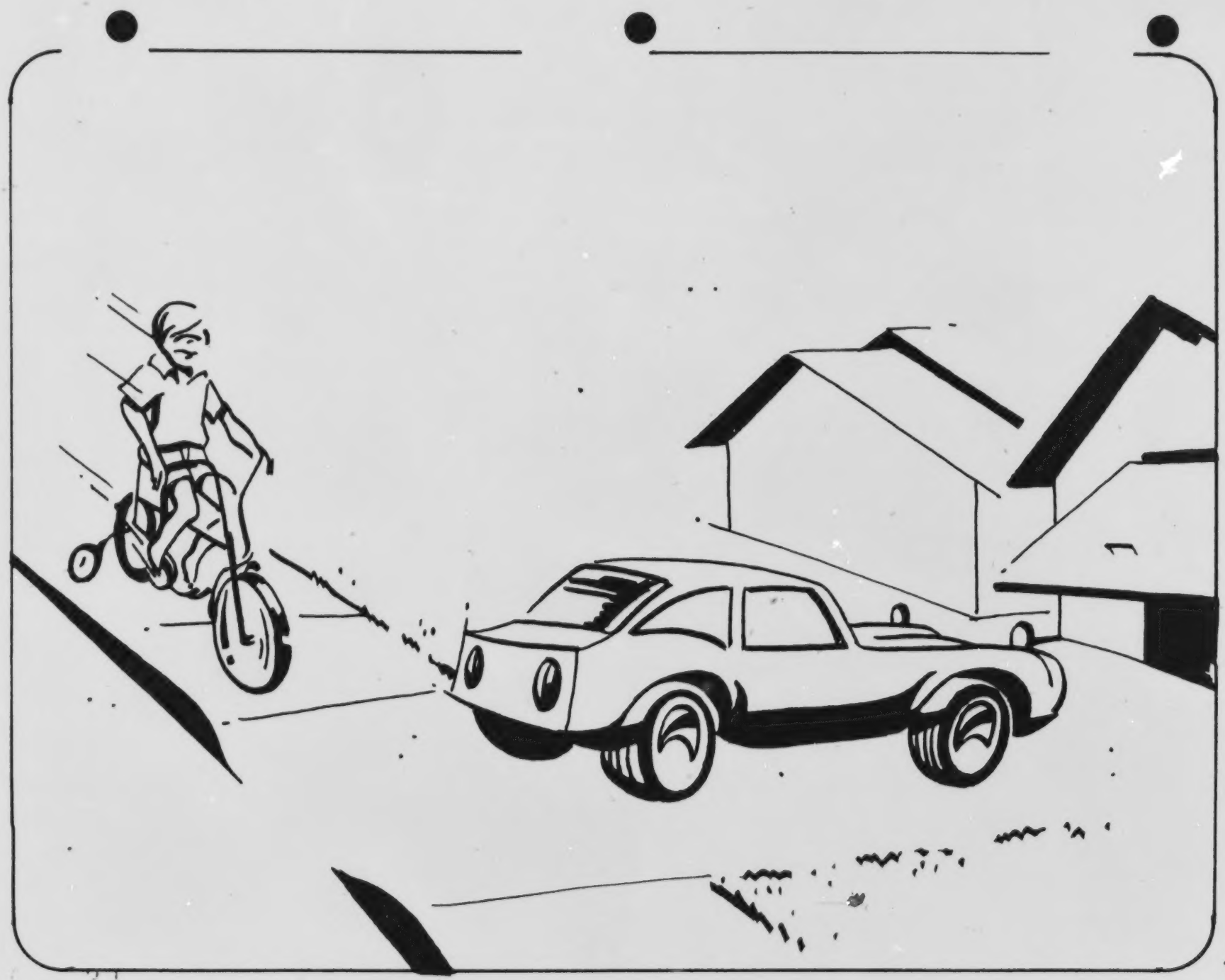
You put your head in, you put your head out
You put your head in and you shake it all about.
You do the Hokey Pokey and you turn yourself around,
That's what it's all about!

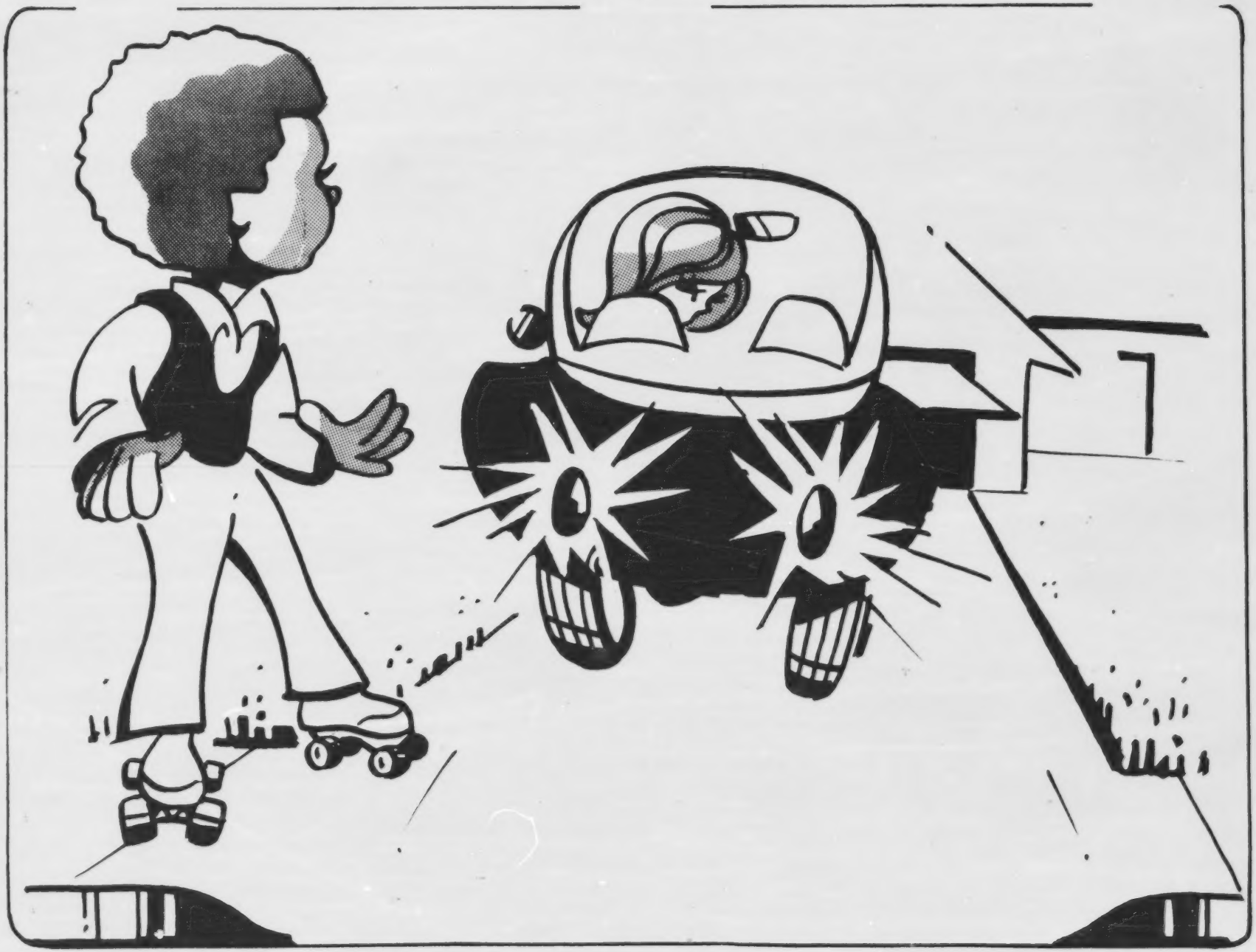
You put your backside in, you put your backside out
You put your backside in and you shake it all about.
You do the Hokey Pokey and you turn yourself around,
That's what it's all about!

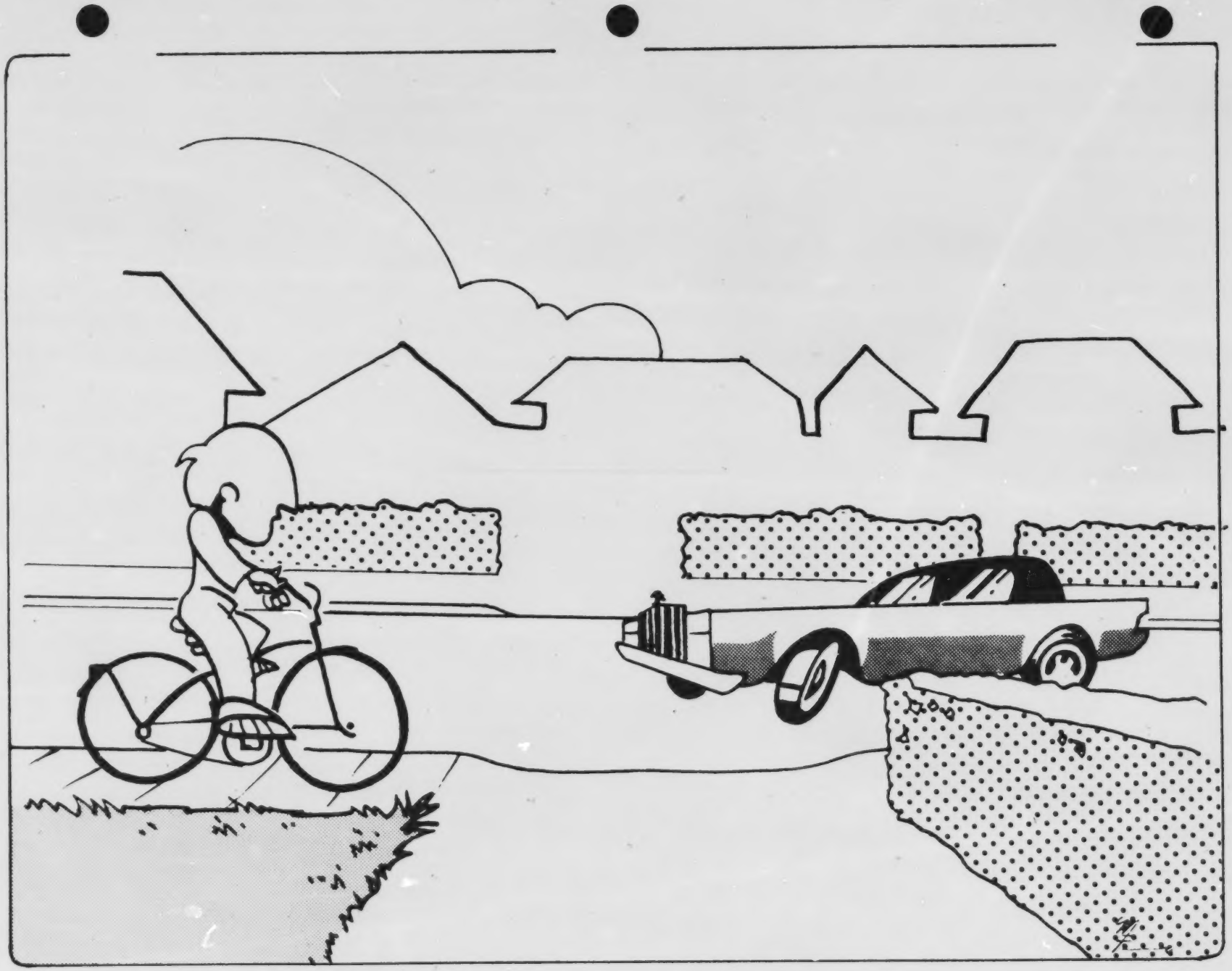
You put your whole self in, you put your whole self out
You put your whole self in and you shake it all about.
You do the Hokey Pokey and you turn yourself around,
That's what it's all about!

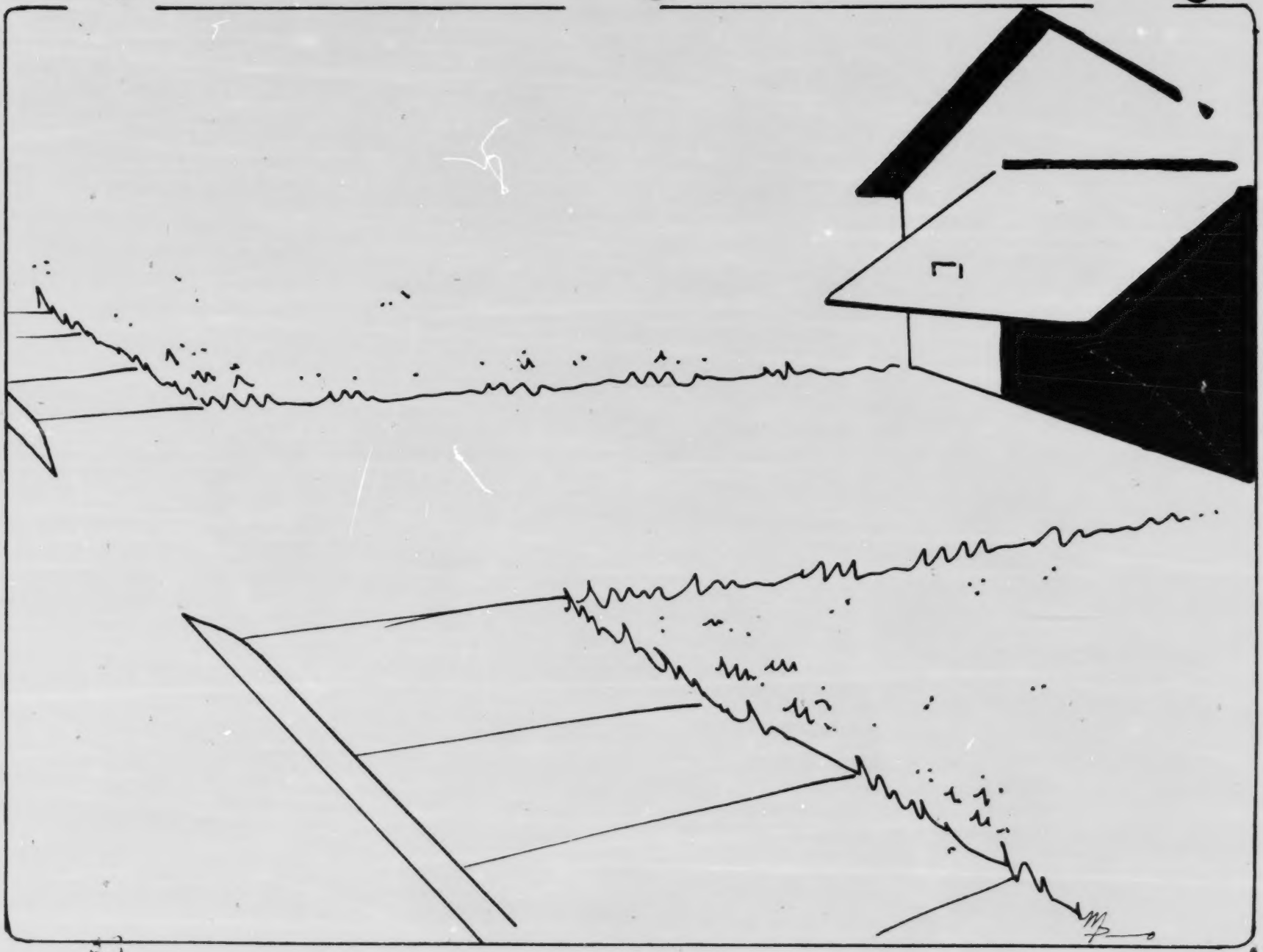






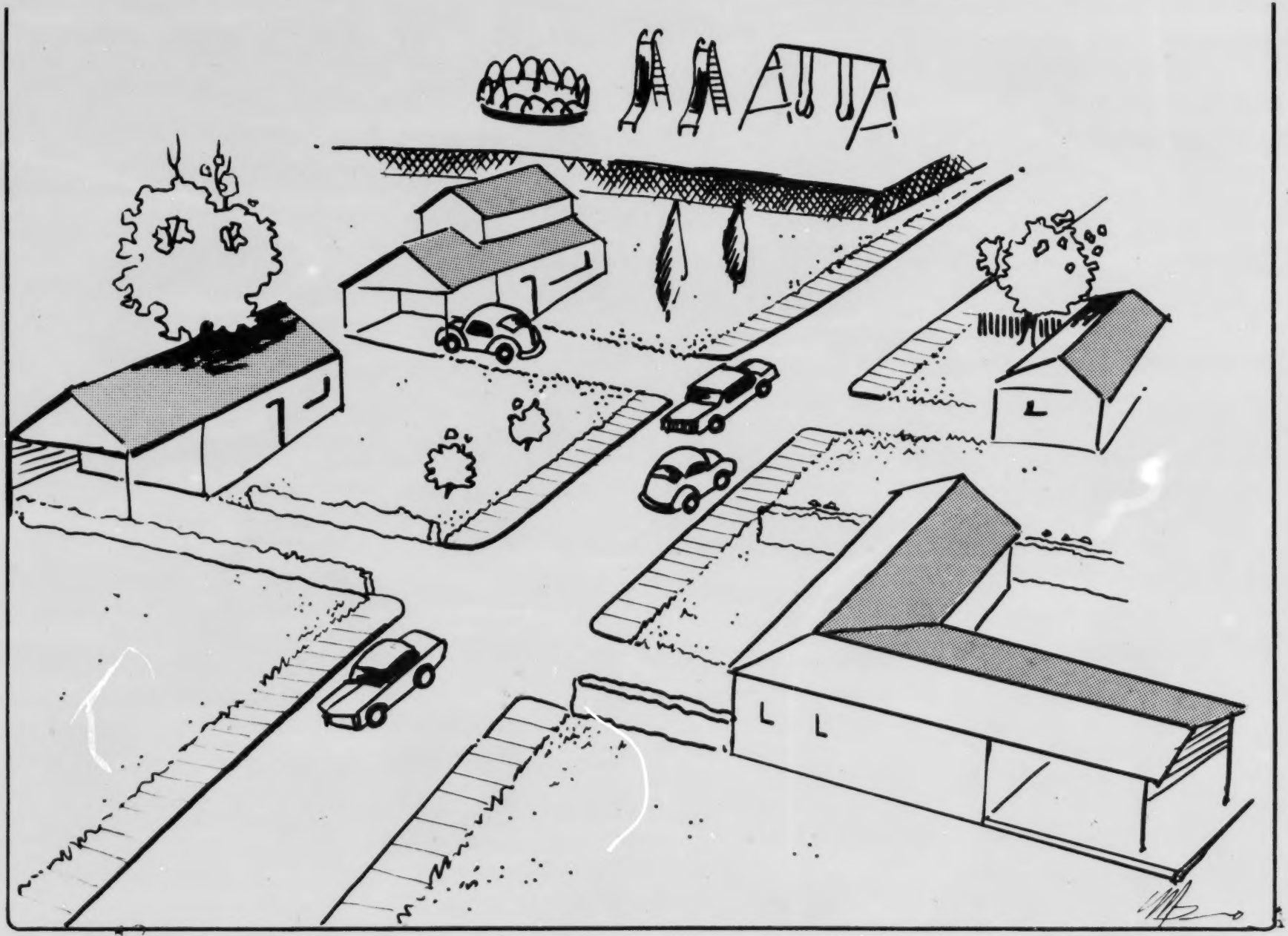






ASSESSMENT

NAME _____



BICYCLE SAFETY – KINDERGARTEN AND FIRST GRADE

LESSON THREE

"PROPER CARE OF SIDEWALK VEHICLES"

OBJECTIVE THREE

The student will identify a proper storage place for his sidewalk vehicle, identify needed repairs and who should be told of needed repairs to his sidewalk vehicle.

KEY POINTS

1. Sidewalk vehicles should be put in safe, out-of-the-way areas when not in use. (Garage, carport, patio, storage shed, room, basement)

2. Sidewalk vehicles should be kept in good condition; broken and loose parts should be repaired.

MATERIALS NEEDED

The pictures accompanying this lesson. (Activity 1)

Enough copies of the "Safety Rules for Little Drivers" for each student's parents. (Activity 4)

Paper and crayons. (Activity 5)

Enough copies of the assessment item for each student.

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Show the students pictures of different types of sidewalk vehicles accompanying this unit (plus pictures you have collected). Ask them to describe where they would put

each sidewalk vehicle when they were through using it, and what problems might be caused if these were left in improper places. *Examples*: roller skates on the stairs or sidewalk, a wagon in the middle of the sidewalk or driveway, a small bike left by the curb or in the driveway.

2. Have the students describe the types of sidewalk vehicles they have at home and what condition they are in. (Broken pedals, loose bolts, or in general need of repair, or in good condition)

   Ask them what might happen if vehicles with loose wheels, pedals, bolts, etc., were used. What should they do if a vehicle is broken. (Report this to an adult, not use, etc.) This may be acted out.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

3. Have several students act out the results of leaving objects where they finish using them instead of putting them in their proper place. You may use obstacles such as blocks, boxes, chairs, toys. Be sure they review where vehicles should be put for safe keeping.

4. Give each student a copy of the "Safety Rules for Little Drivers" to take home to his parents. (You may modify the letter if you wish.) Class discussion of each rule is a good way to review preceding lessons.

5. Have students draw and color a bike, pedal car or other sidewalk vehicle in the proper storage place.

6. Teach the students "Whoops," a falling poem.

Whoops!

Skates and toys and things with wheels
Can be slippery as banana peels.
They can make you trip and fall and squeal,
"It's all my fault, this OUCH I feel!"

SUMMARY

Remind the students that a safe sidewalk vehicle is a well-cared-for-vehicle and it should always be put in its parking place when it isn't being used. Ask where they should put their sidewalk vehicle (specific item) when they are through using it. (In a safe out-of-the-way place—the garage, carport, patio, storage shed, room or basement.) Ask who should be told if their sidewalk vehicle is broken or has loose parts.

ASSESSMENT PROCEDURE (OPTIONAL)

Give each student a copy of the assessment item. Read these directions to the students:

1. On the top of the page, circle one place you should put your bike or sidewalk vehicle when you are not riding it. There is more than one good place on the picture. This picture shows a house with a patio, a garage, and a storage shed in back.

2. In the middle of the page, circle the parts that are broken on each sidewalk vehicle shown.

3. On the bottom of the page, circle who you should tell if your bike or sidewalk vehicle needs adjusting.

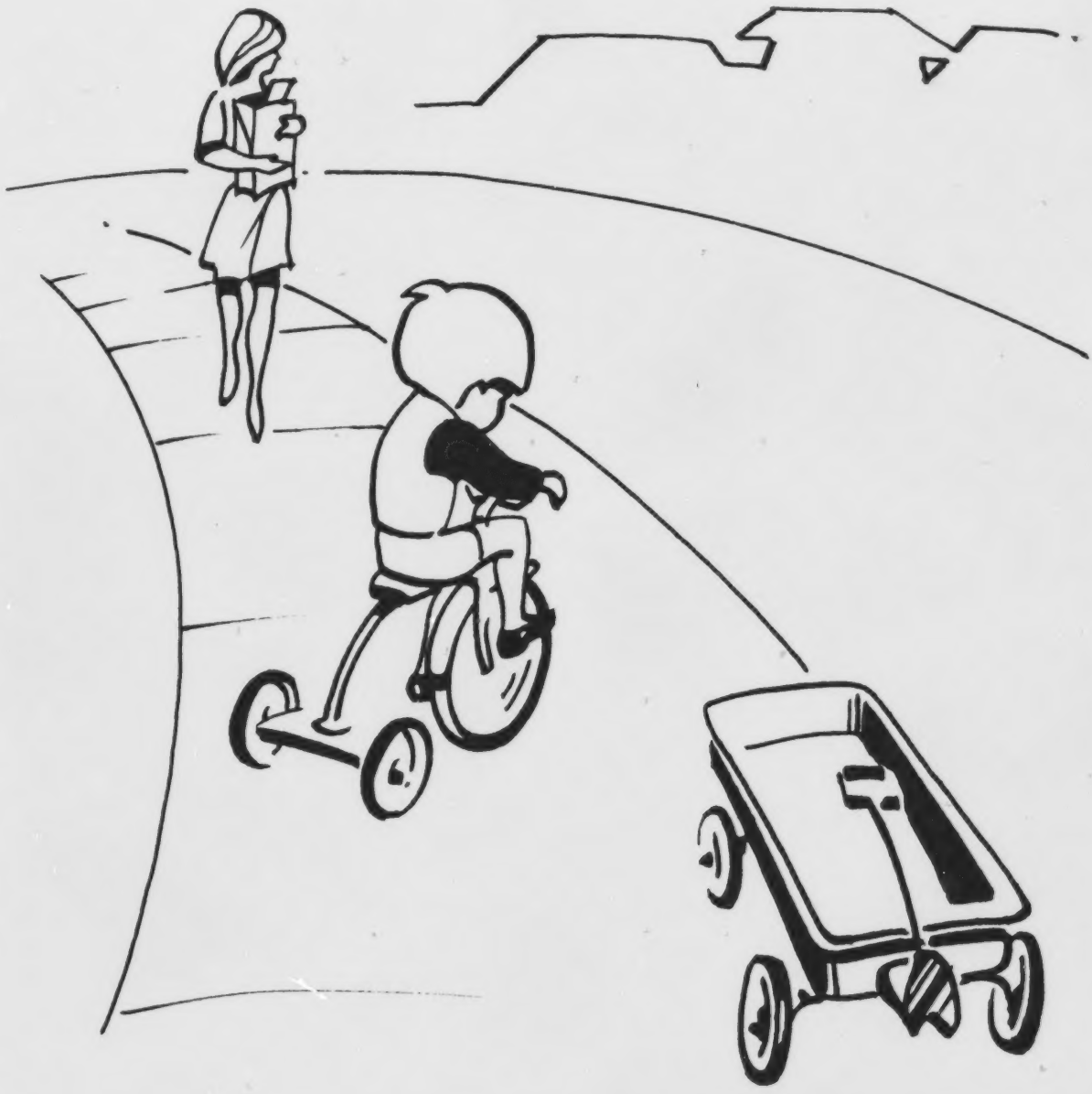
Answers:

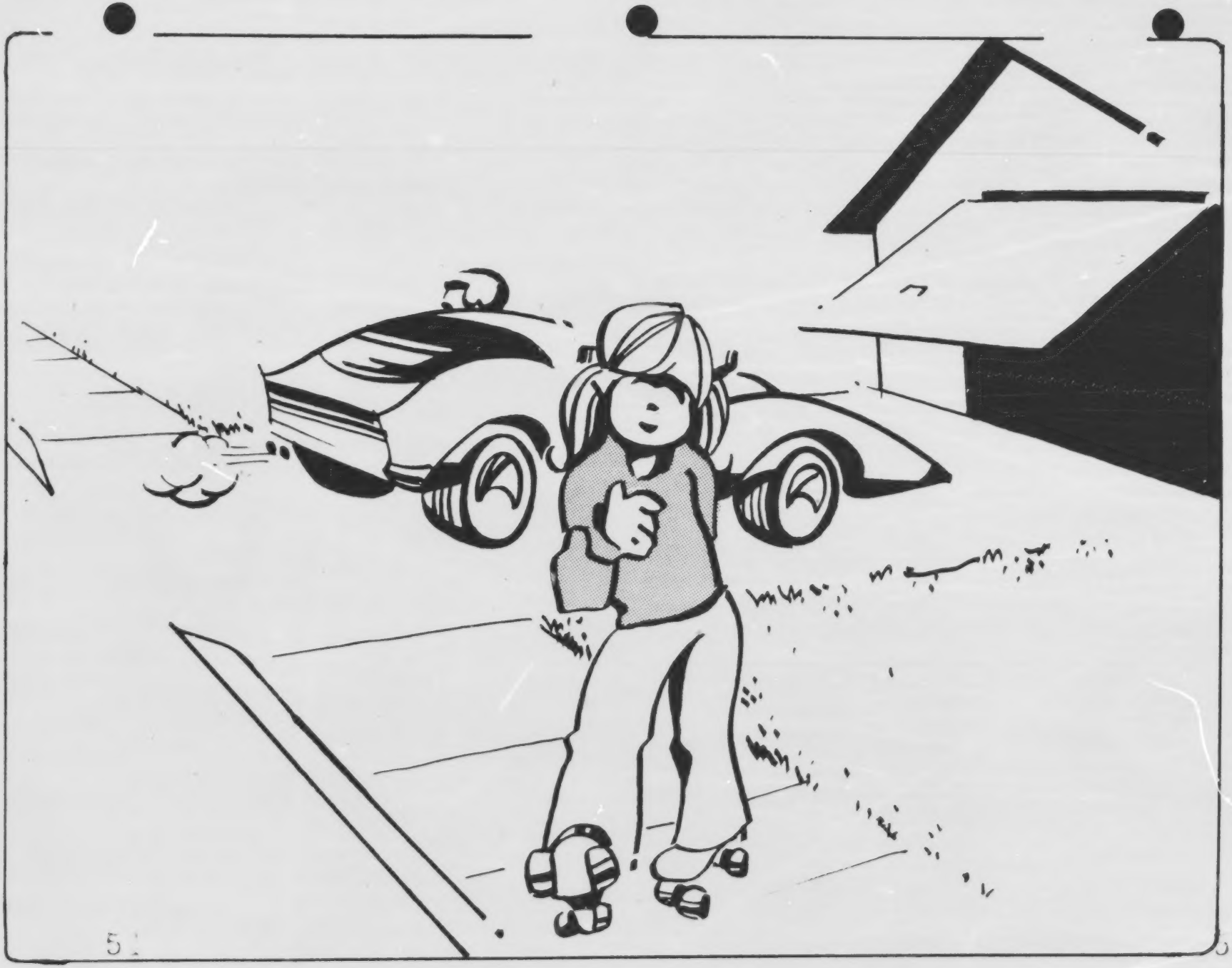
1. The garage, empty patio, or storage shed may be circled.

2. The handlebars are bent on the tricycle; the wheel is off the wagon; and the chain, fender, and seat of the sidewalk bicycle are broken (one bicycle part circled is sufficient).

3. The man is circled.

Collect the exercises, complete the assessment checklist, and give help where needed.





Dear Mom and Dad,

If your child is to become a safe and responsible driver, we feel that now is a good time to begin. When he/she is riding his bicycle or tricycle he becomes a driver. By learning some basic safety rules he can become aware of possible hazards and become a safe courteous driver and avoid a serious accident.

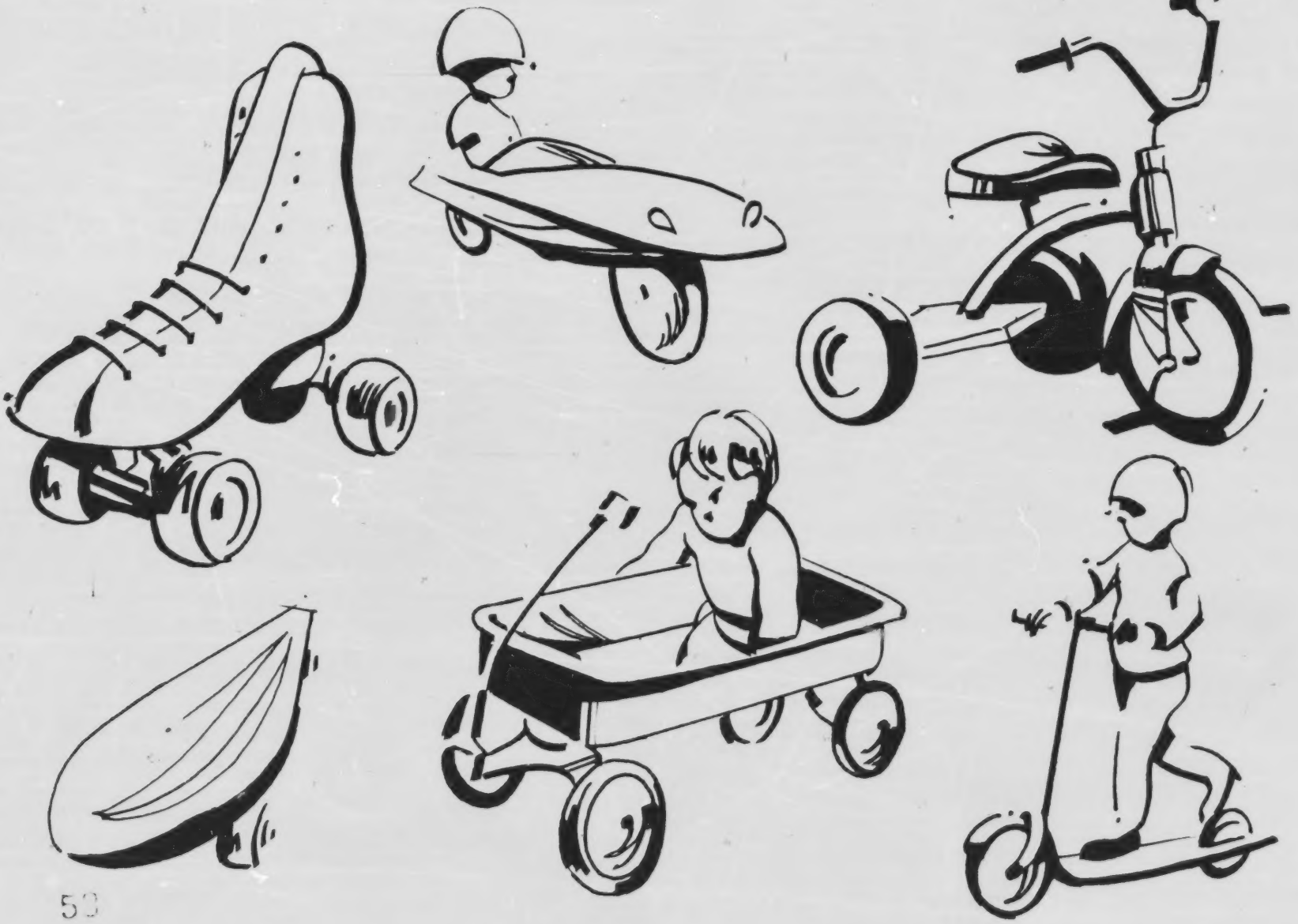
We are enclosing a checklist of safety rules for Mom and Dad to encourage young drivers to learn and practice. Please discuss these "Safety Rules for Little Drivers" with your child. If possible, spend some time with him/her to help identify some of the hazards associated with "driving" and to practice obeying the safety rules.

SAFETY RULES FOR LITTLE DRIVERS

1. Ride on the right side of the sidewalk.
2. Ride away from traffic.
3. Never ride on streets with heavy traffic. (It's best to stay out of the street completely.)
4. Yield the right of way to pedestrians and cars.
5. Never ride out into the street from between parked cars.
6. Watch for cars pulling out of alleys and driveways.
7. Keep your bike in good repair and properly equipped.

_____

Teacher



BICYCLE SAFETY – KINDERGARTEN AND FIRST GRADE

LESSON FOUR

"THE PROPER METHOD OF USING ROLLER SKATES"

OBJECTIVE FOUR

Given examples of proper and improper use of roller skates, the student will identify examples of proper use.

KEY POINTS

1. Roller skates are made for skating on sidewalks and level, protected areas. Driveways without cars on them can be used with care. (Driveways can be dangerous because of cars backing out of them or turning into them.)
2. When a child goes up or down the stairs, or crosses the street, the skates should be taken off.
3. A child should not skate toward the street down a private driveway or sidewalk until he is a good skater.
4. Roller skates must be put away as soon as a child is through using them.

MATERIALS NEEDED

The pictures accompanying this lesson. (Activity 1)

One pair of roller skates, optional. (Activity 3)

Enough copies of "DON'T Play in the Street" for each student to color. (Activity 4)

Drawing paper, crayons. (Activity 6)

Enough copies of the assessment item for each student.

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Show the students each of the pictures accompanying this lesson (plus pictures you have collected). Ask the students questions like the following:

   Is he or she using skates safely?

   What might happen?

   What would you do in a situation like this?
   How can you keep safe?

   What caused his or her fall?

   How might this have been prevented? What could have been done so this wouldn't happen?

2. Discuss with the students why it is important to remove their skates when going up or down the stairs, and when crossing streets.

   What might happen if they don't?

   Should children learning to skate, skate down a sidewalk or driveway toward the street?

   What might happen if they do?

3. Have several students describe (and/or act out) what they should do with their skates when they are through playing with them. (Take skates off; take them to storage place right away; place them neatly away.)

4. Give students a copy of "DON'T Play in the Street" to color and take home.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

5. Teach the children the song, "Learn to Skate" to the tune of "Frere Jacques."

Learn to Skate

(Sidewalk vehicle safety song)

On the sidewalk
On the sidewalk
Learn to ride
Roller skates.
I am safer riding there
I am safer riding there
So is Jim, so is Sue.

(Tune: "Frere Jacques")

On the playground
On the playground
Learn to ride
Roller skates.
You'll be safer riding there.
You'll be safer riding there.
And Sis, and brother, too.

6. Have the students draw and color pictures of children skating in a proper place, or carrying their skates where skates should not be worn.

7. After completing their pictures (Activity 6), students may then tell safety stories about the people in their pictures.

SUMMARY

Remind the students that roller skating is a lot of fun when done in proper places. They should remove their skates when going up or down stairs or when crossing the street, and put them away immediately when through skating.

ASSESSMENT PROCEDURE (OPTIONAL)

Give each student a copy of the assessment exercise. Read the following explanation and directions.

At the top of the page is a street corner. On each side of the street are houses, garages, and sidewalks. (You may want to add more details to the explanation of the picture.)

1. Put an "X" where you must take your skates off and walk.

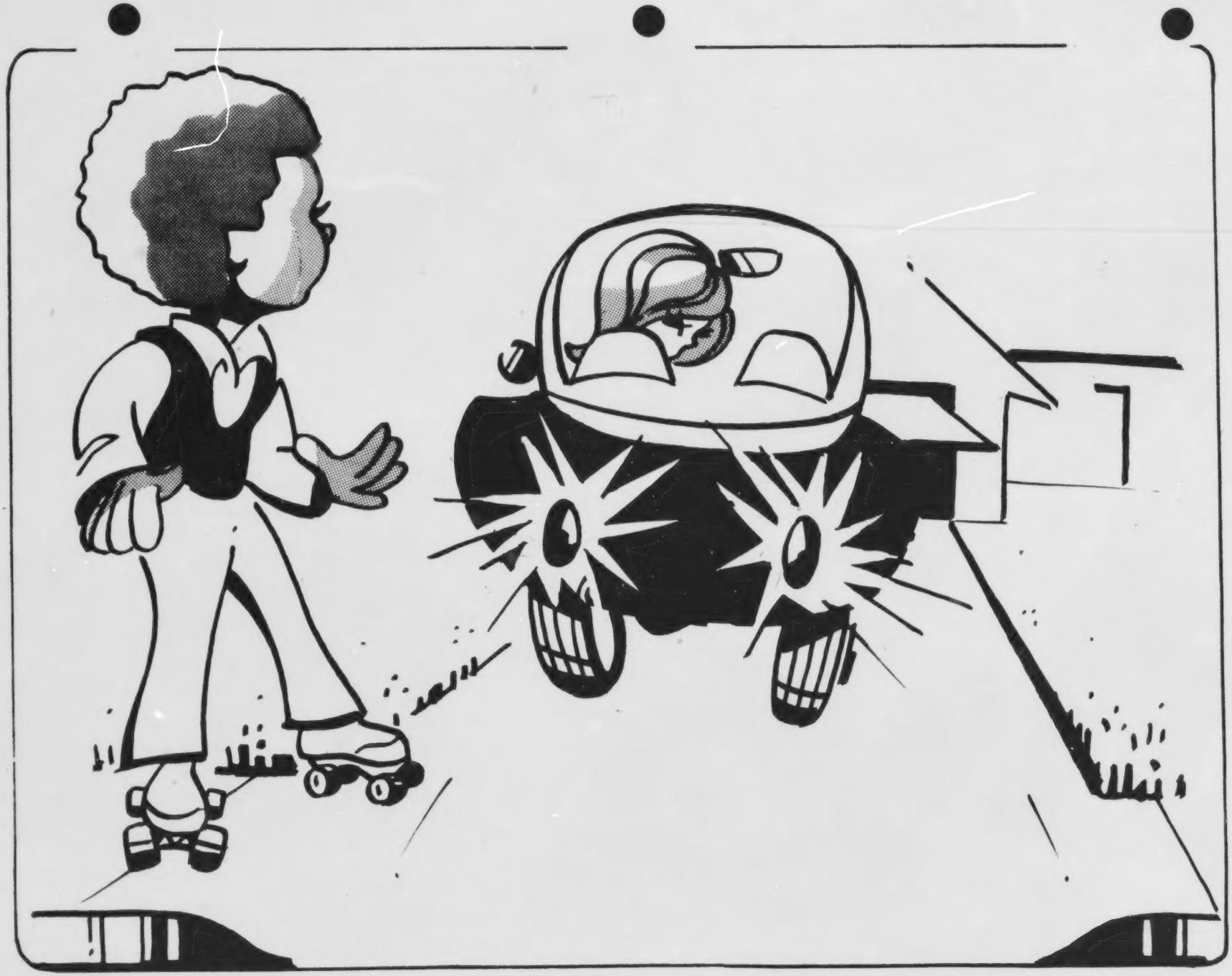
2. Put a circle by the part of the house where it is the best place to learn to skate.

Answers:

1. The intersection should have an "X."

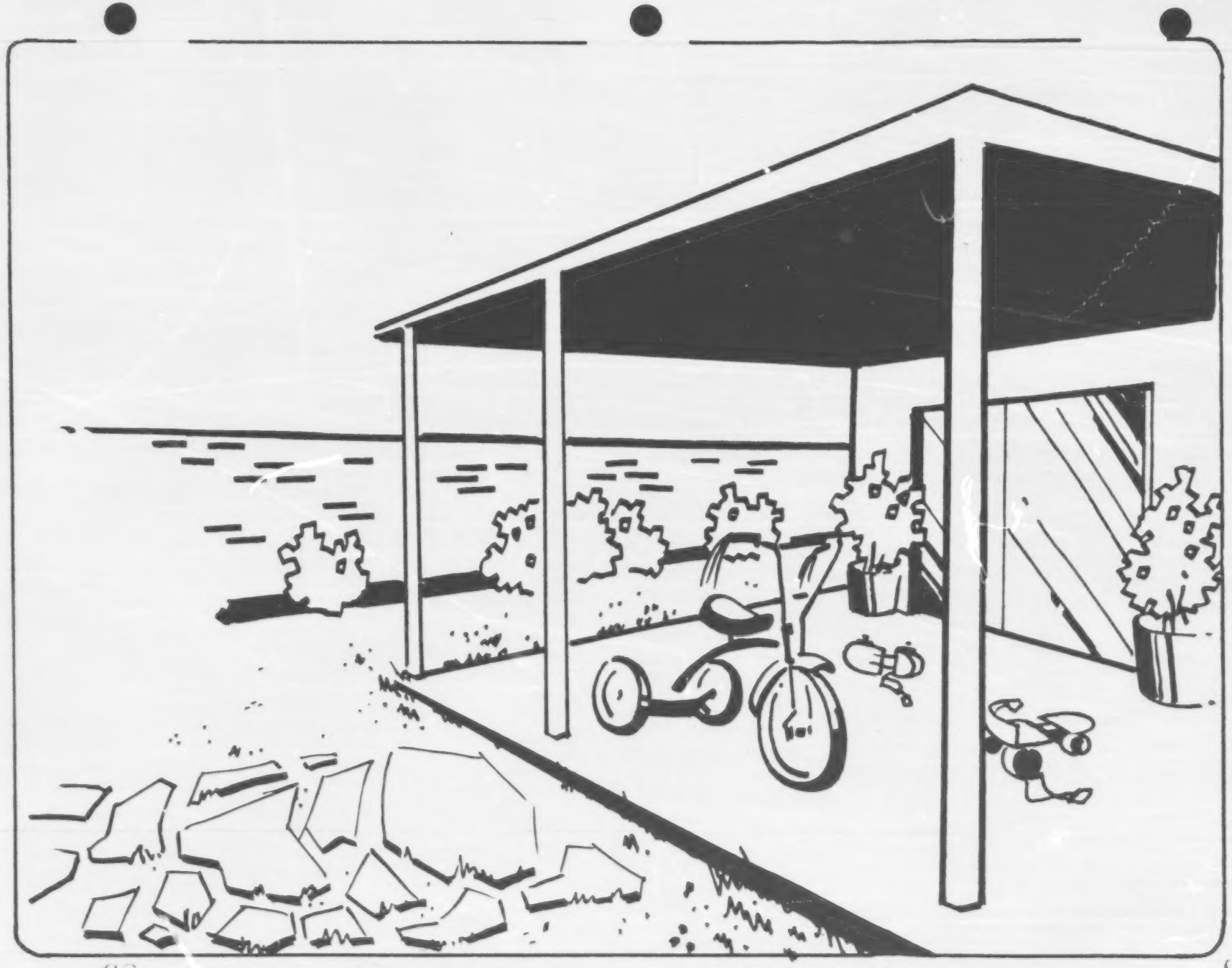
2. The house on the right should have the patio circled. Other acceptable areas: the sidewalk adjacent to the house.

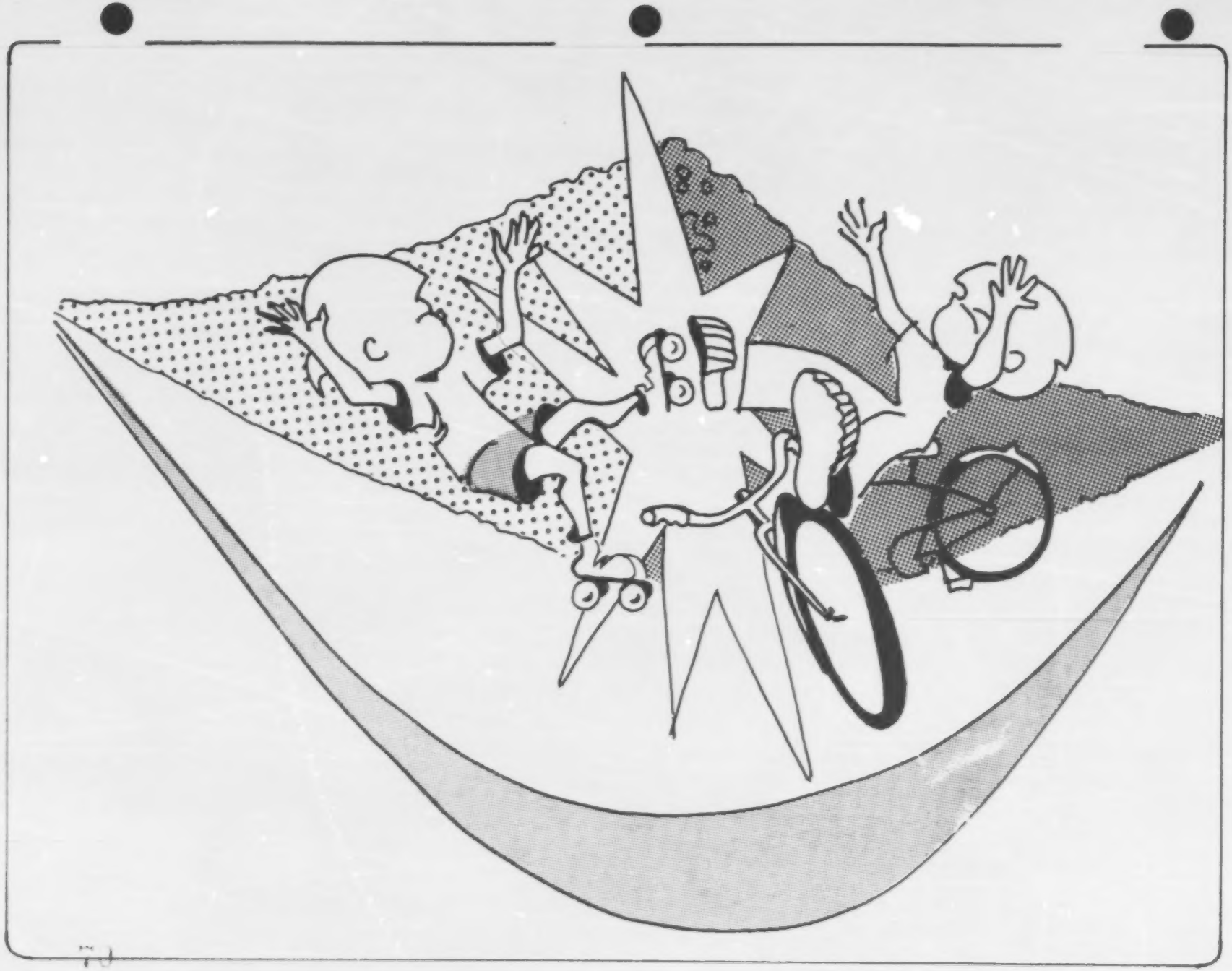
Collect the exercises and complete the assessment checklist, so that you can identify and give remedial help to students needing further instructions.



DON'T

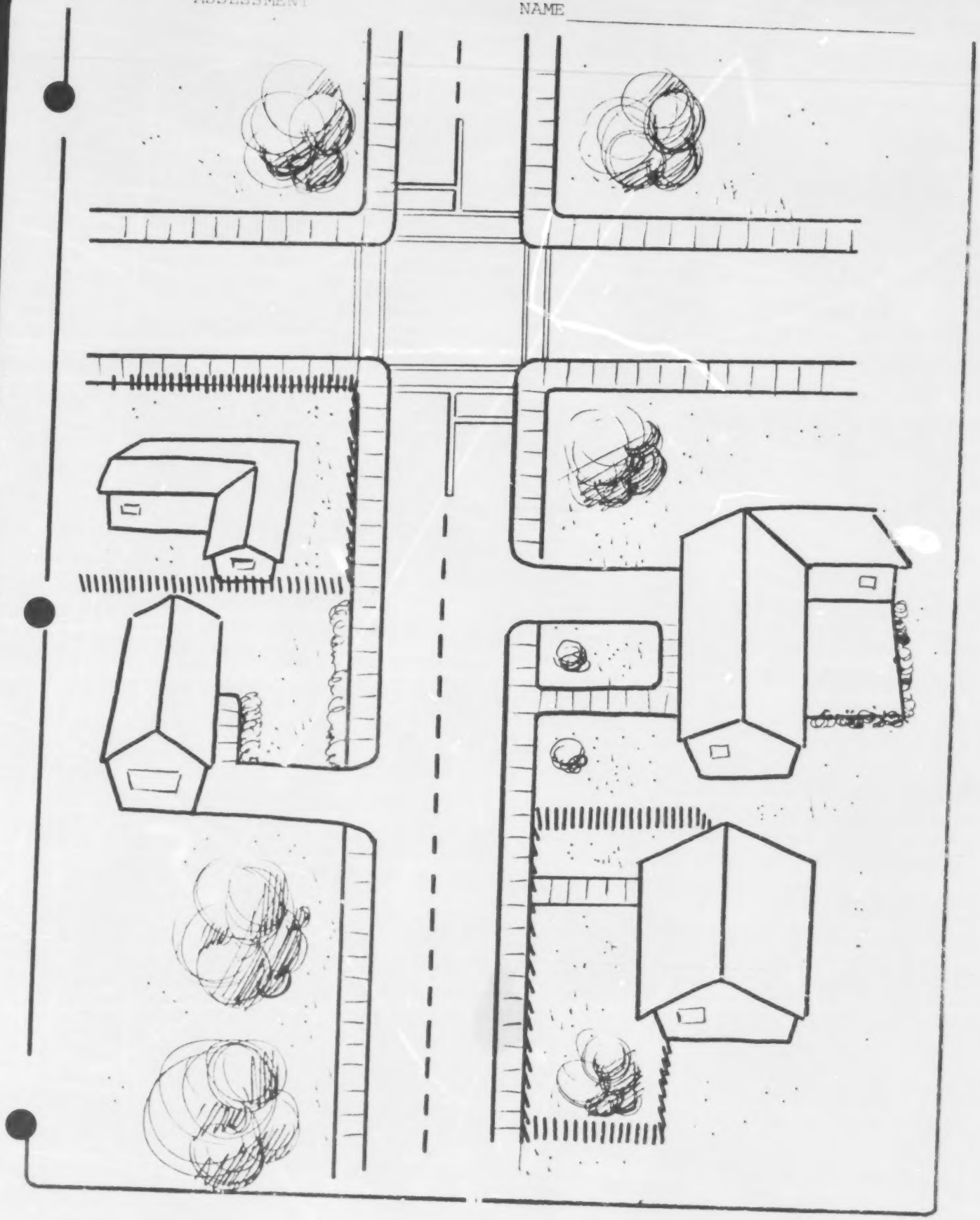
play in the street !





ASSESSMENT

NAME _____



BICYCLE SAFETY – KINDERGARTEN AND FIRST GRADE

LESSON FIVE

"THIS IS A BICYCLE"

OBJECTIVE FIVE

Given examples of bicycles and non-bicycles, the student will identify those examples which are bicycles.

KEY POINTS

1. A bicycle is classified as a vehicle with *two* wheels one behind the other, a steering handle, a frame, a saddle or seat, and foot pedals by which it is propelled.

2. There are three basic types of bicycles:

   a. High-Rise – mostly for fun riding; small wheels, high handlebars, long banana seat. Experience is needed for safe handling.

      (It is recommended that if purchased, buy one without gears and with a coaster brake for greater safety. Hand squeeze is not strong enough at this level to operate hand brakes.)

   b. Middleweight – for a soft ride, easier balance; strong heavy frame, large tires, coaster brakes. Good for beginners.

   c. Lightweight – for easier handling and speed; light frame and tires, three or more speeds. Experience is required for safe handling.

MATERIALS NEEDED

The pictures accompanying this lesson.

Flannelboard, two round paper plates and construction paper for the teacher to construct flannelboard bicycle parts. Directions and patterns are attached to lesson. (Optional, Activity 2)

Enough copies of the "connect the dots" bicycle for each student. (Activity 6 or 7)

Enough copies of the bicycle with arrows to the parts for each student. (Activity 7)

Enough copies of the assessment item for each student.

Additional Resource Material

"Parents, Buying Your Child a Bicycle?" An eight-page leaflet for parents contemplating purchasing a bicycle, No. 3207.

Available from:

Special Service Department
ARIZONA AUTOMOBILE ASSOCIATION
748 East McDowell Road
Phoenix, Arizona 85006
Tel: 602-252-7751

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Ask students:

   How many have ridden a bicycle?

   How many have ridden a tricycle?

   Discuss the differences between a tricycle and a bicycle while showing the picture of both. (Number of wheels, where used, balance, etc.)

   Which would be easier to ride? Why?

2. Show the students a picture of a bicycle. Ask them if they can name the parts that have letters and arrows by them.

   What does each part do? Why do we have that part on our bicycle? (A flannelboard bicycle can be put together as each child names one part. The directions are attached to this lesson. This is optional.)

3. Show the students the pictures of the three basic types of bicycles and have them identify which type they have or would like to have. Ask the students why they chose that type of bicycle. Note the different purposes and uses of each type listed in KEY POINTS, that the middle-weight would balance better for the new rider, and that gears and handbrakes are not safe for this age level.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Teach students the song, "Did You Ever See" sung to the tune of "Did you Every See a Lassie?/The More We Get Together." Have a student point to each type as they sing, or have students use hand motions.

Did You Ever See

Did you ever see a hise-rise, a high-rise, a high rise,
Did you ever see a high-rise, with high handlebars and seat?
Needs practice, fun riding, no gears or foot brakes.
Did you ever see a high-rise, with high handlebars and seat?

Did you ever see a middleweight, a middleweight, a middleweight,
Did you ever see a middleweight, with large tires and foot brakes?
Easy riding, good for learners, easy to balance, strong frame.
Did you ever see a middleweight, with large tires and foot brakes?

Did you ever see a lightweight, a lightweight, a lightweight,
Did you ever see a lightweight, with skinny tires and gears?
Needs practice, has more speeds, hand brakes are hard to squeeze.
Did you ever see a lightweight with skinny tires and gears?

5. Game. Cut a copy of the picture of the bike into several (7 or 8) puzzle parts. Use a whole part, such as A or C, where possible. These are put into a box and as each student draws one out, he names it, then pins it on the bulletin board. When all are named, the bicycle is complete.

6. Give each student a copy of the "connect the dots" picture suitable for your students. After connecting the dots, each may color his bicycle the color he would like.

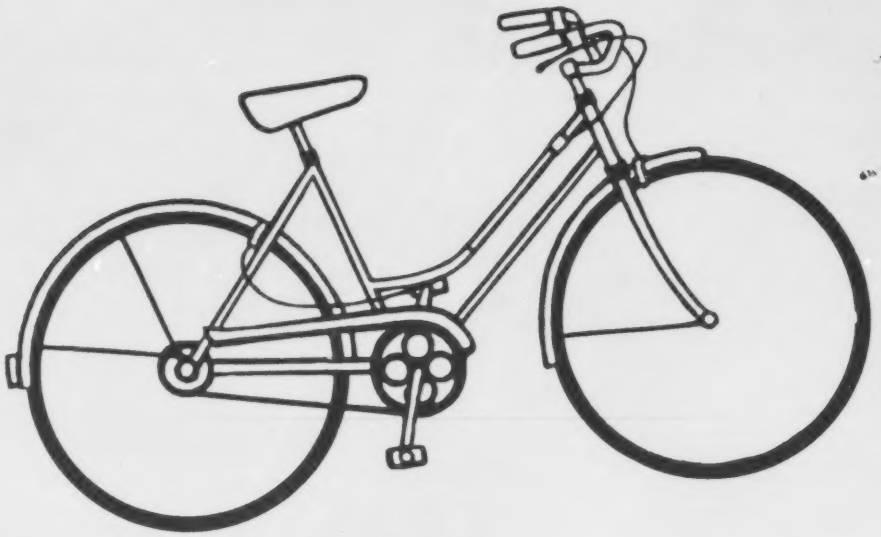
7. Have students take home a copy of the "connect the dots" bicycle or a copy of the bicycle with arrows to the parts. Tell them to check these parts on their bicycles when they get home.

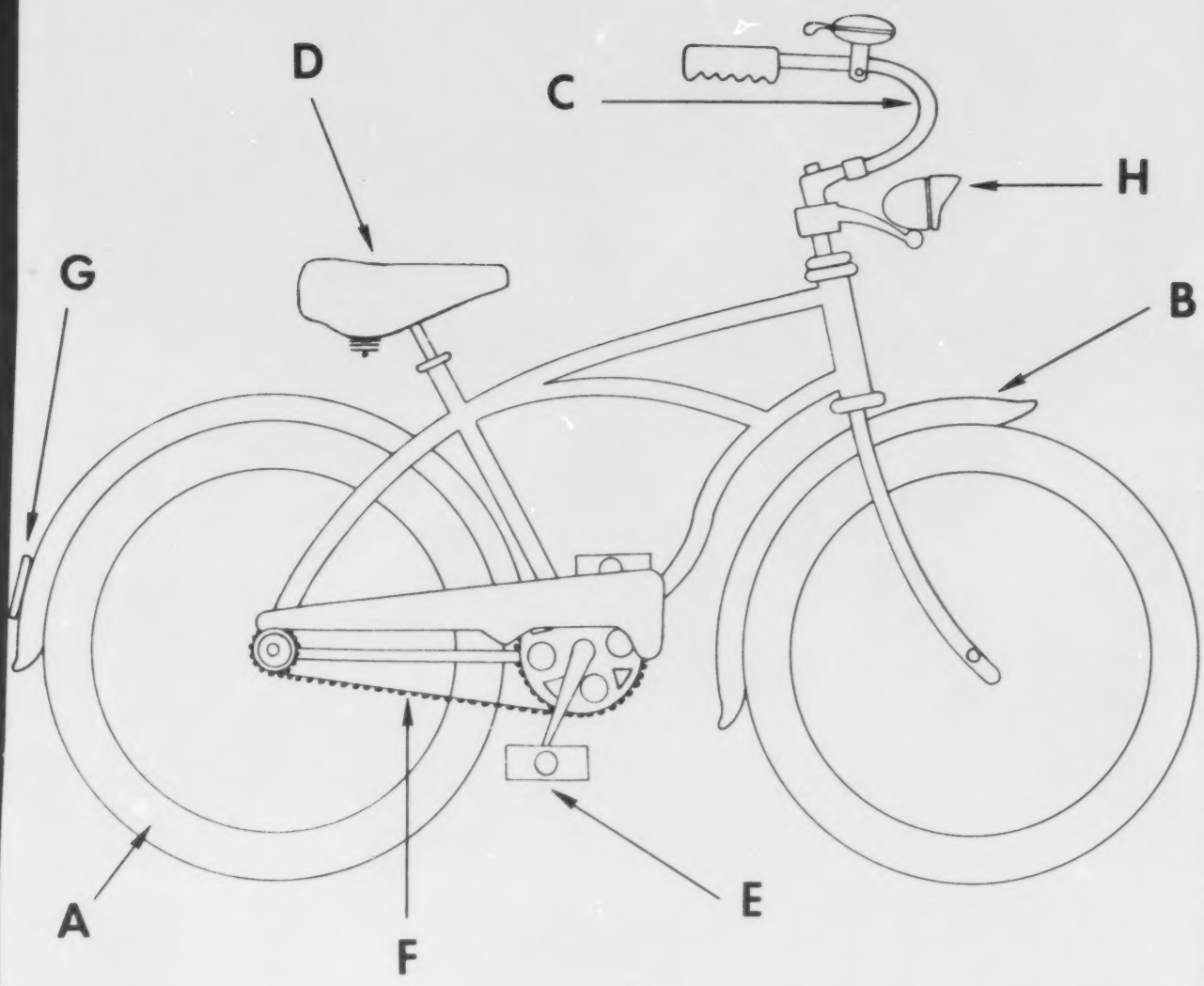
SUMMARY

Remind students that a bicycle has only *two* wheels and is moved by pedaling. There are different types of bicycles for different uses.

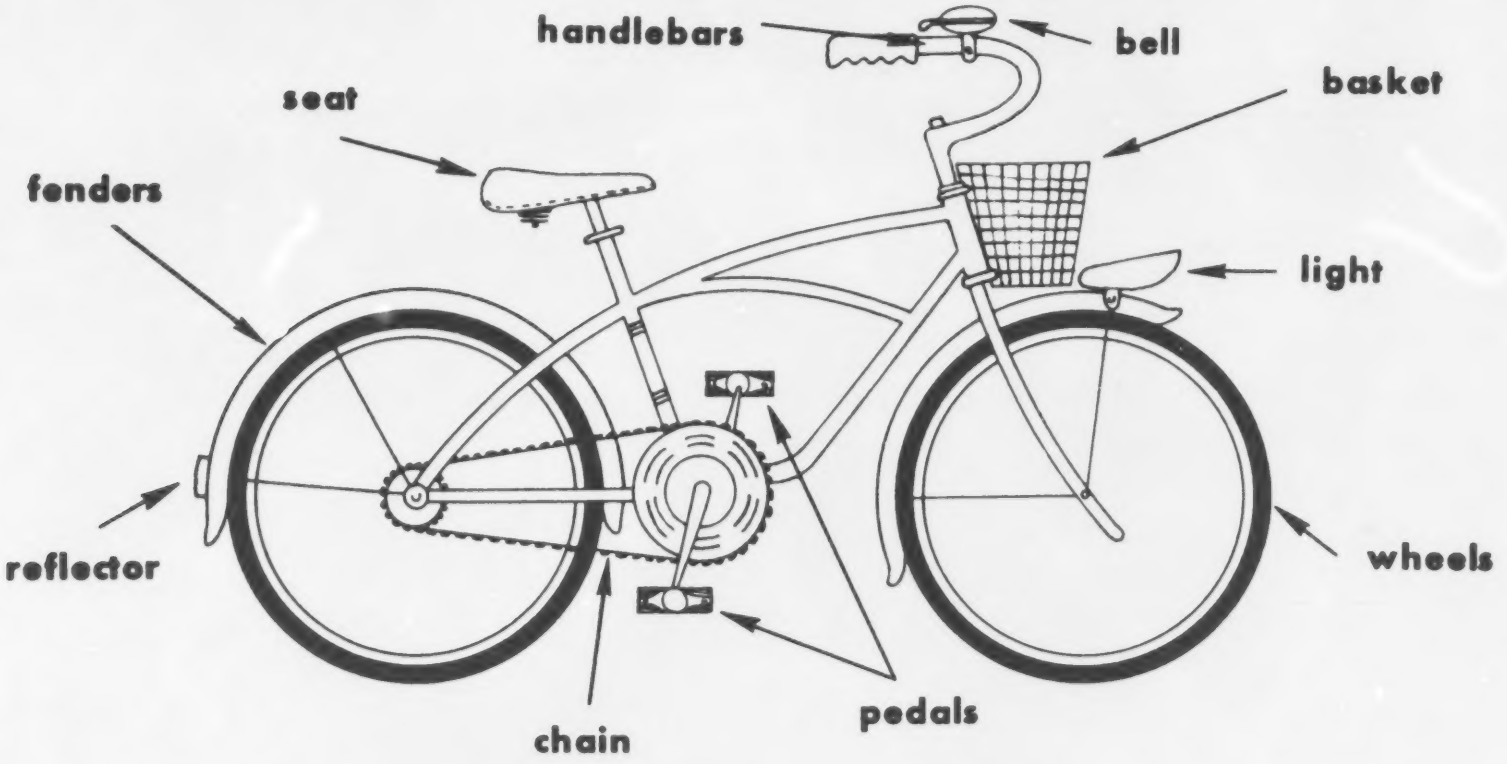
ASSESSMENT PROCEDURE (OPTIONAL)

Give each student a copy of the assessment item and have him circle the item that is a bicycle. Collect the assessment items and complete the assessment checklist so that you can identify and give assistance to those students who need further instruction.




D
C
H
G
B
A
F
E

Here is a fully equipped bicycle with all the parts and accessories labeled.



73

DIRECTIONS FOR MAKING A FLANNELBOARD BICYCLE

Suggested Construction Materials

Use two 6-inch PAPER PIE PLATES or draw two circles 6 inches in diameter. (15 cm.) Using the attached patterns, cut the bicycle parts from several colors of CONSTRUCTION PAPER or FELT. If backing is needed, use FELT TAPE or glue pieces of FELT or SANDPAPER to the backs of the parts.

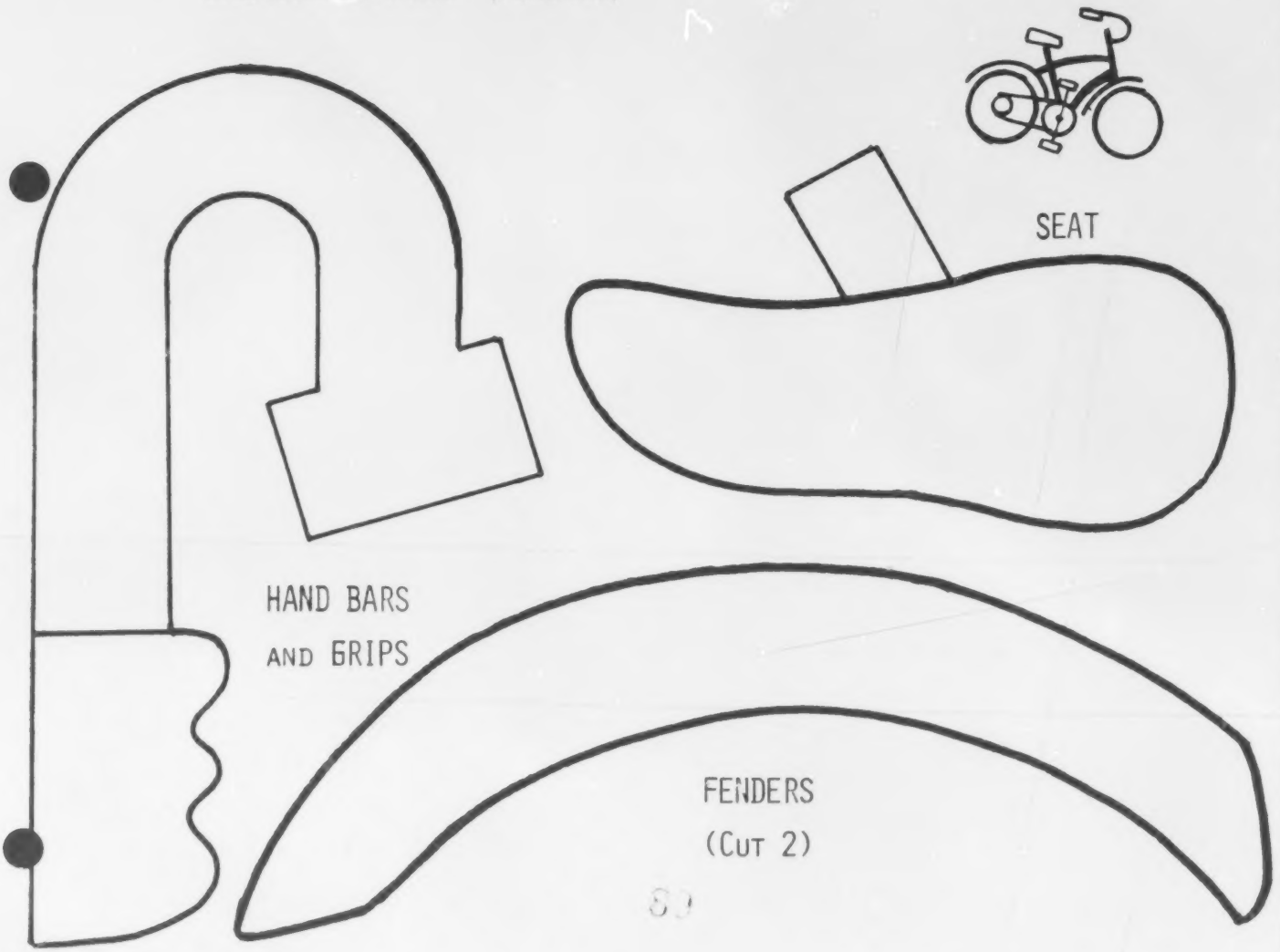
Assembling the Bicycle

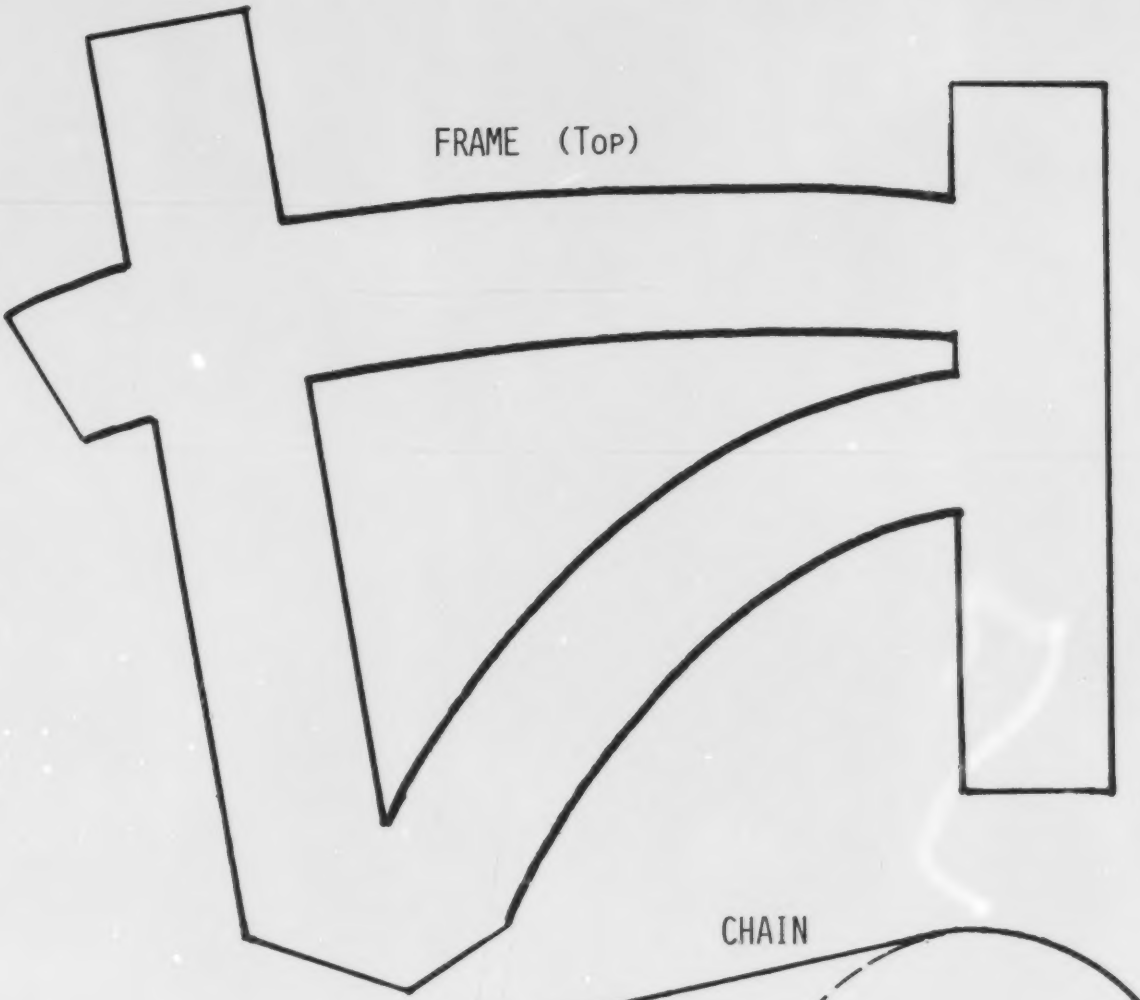
Place the WHEELS approximately 3½ inches apart on a FLANNELBOARD. Tell students that these are bicycle tires and wheels. Ask students what other parts are needed to make a bicycle. As students mention each part, place it in its proper place. To be able to assemble the parts in the easiest sequence, you may want to ask leading questions, such as:

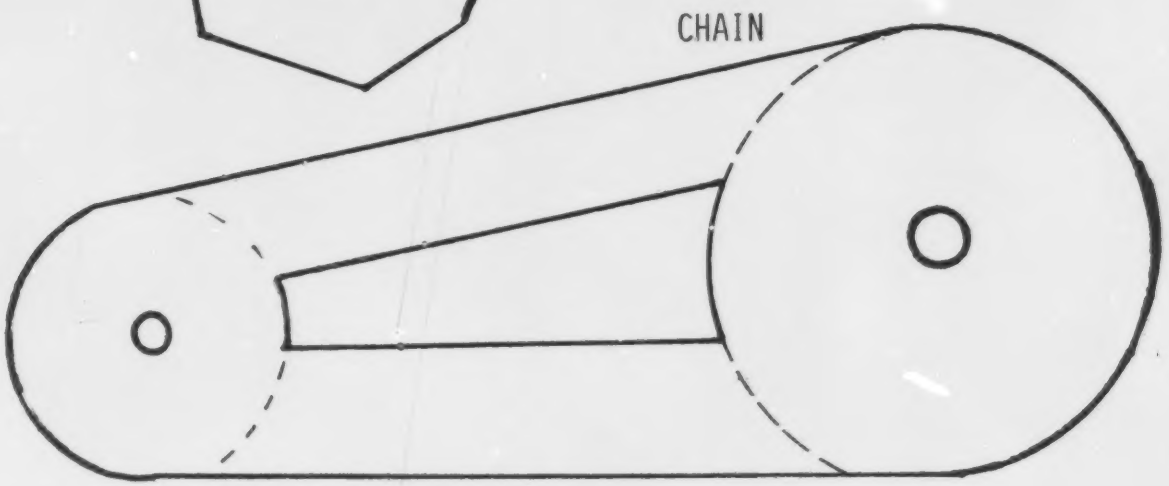
What part do we need to hold the wheels? (FRAME)

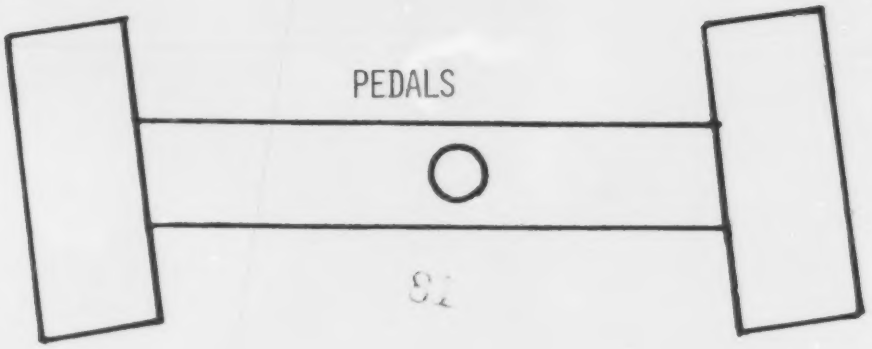
What makes the wheels go around? (CHAIN, PEDALS)

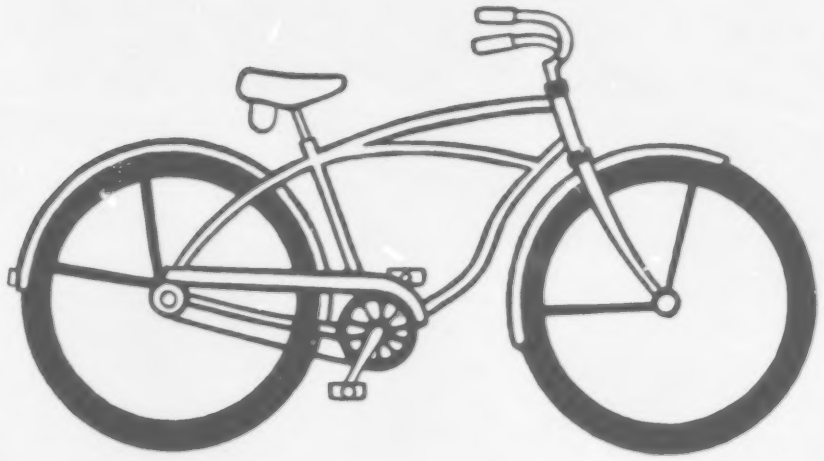
What covers the wheels? (FENDERS)



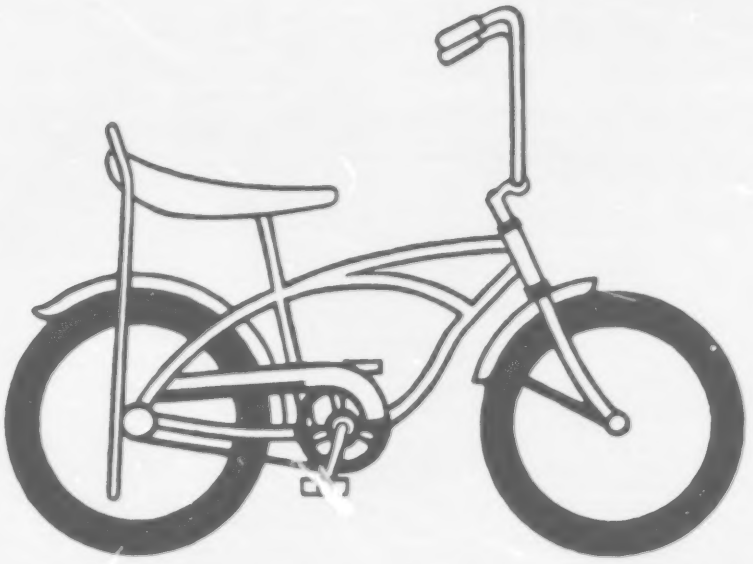

FRAME (Top)


CHAIN


PEDALS



MIDDLEWEIGHT



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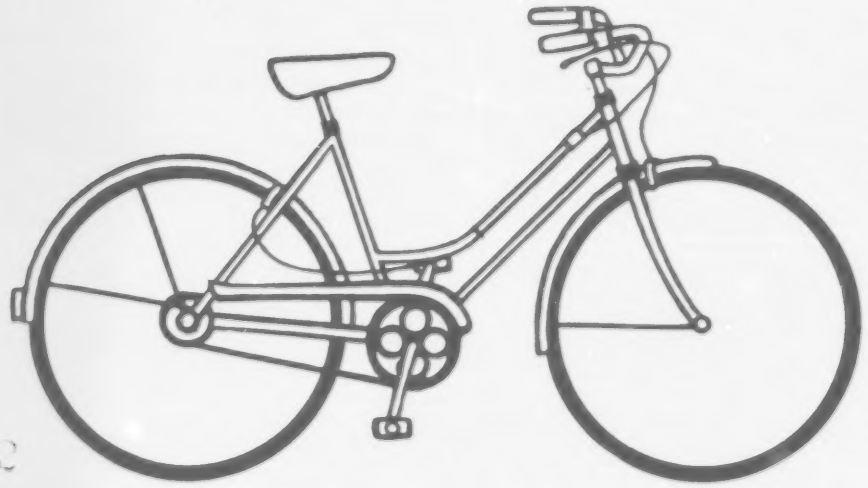

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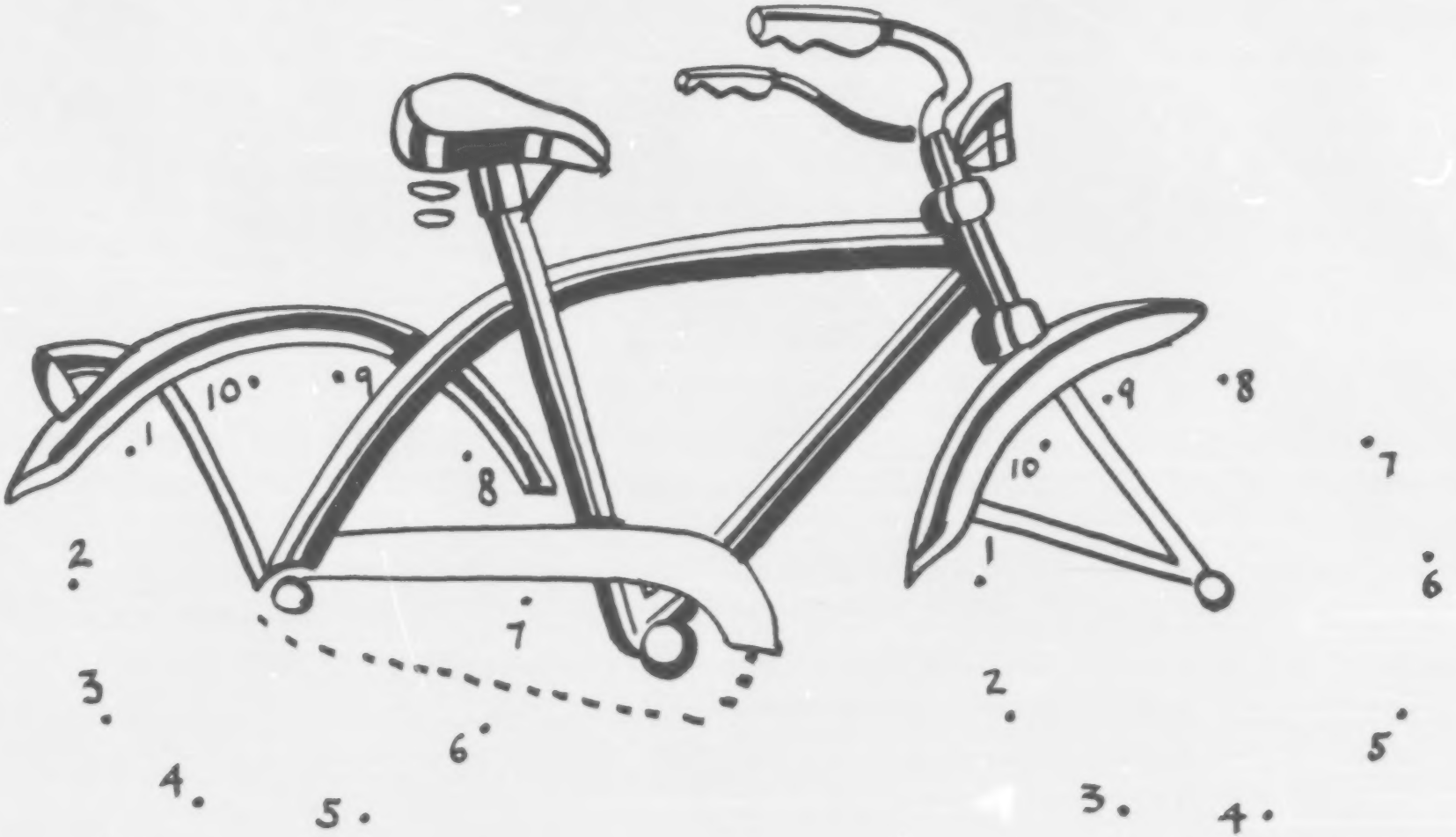
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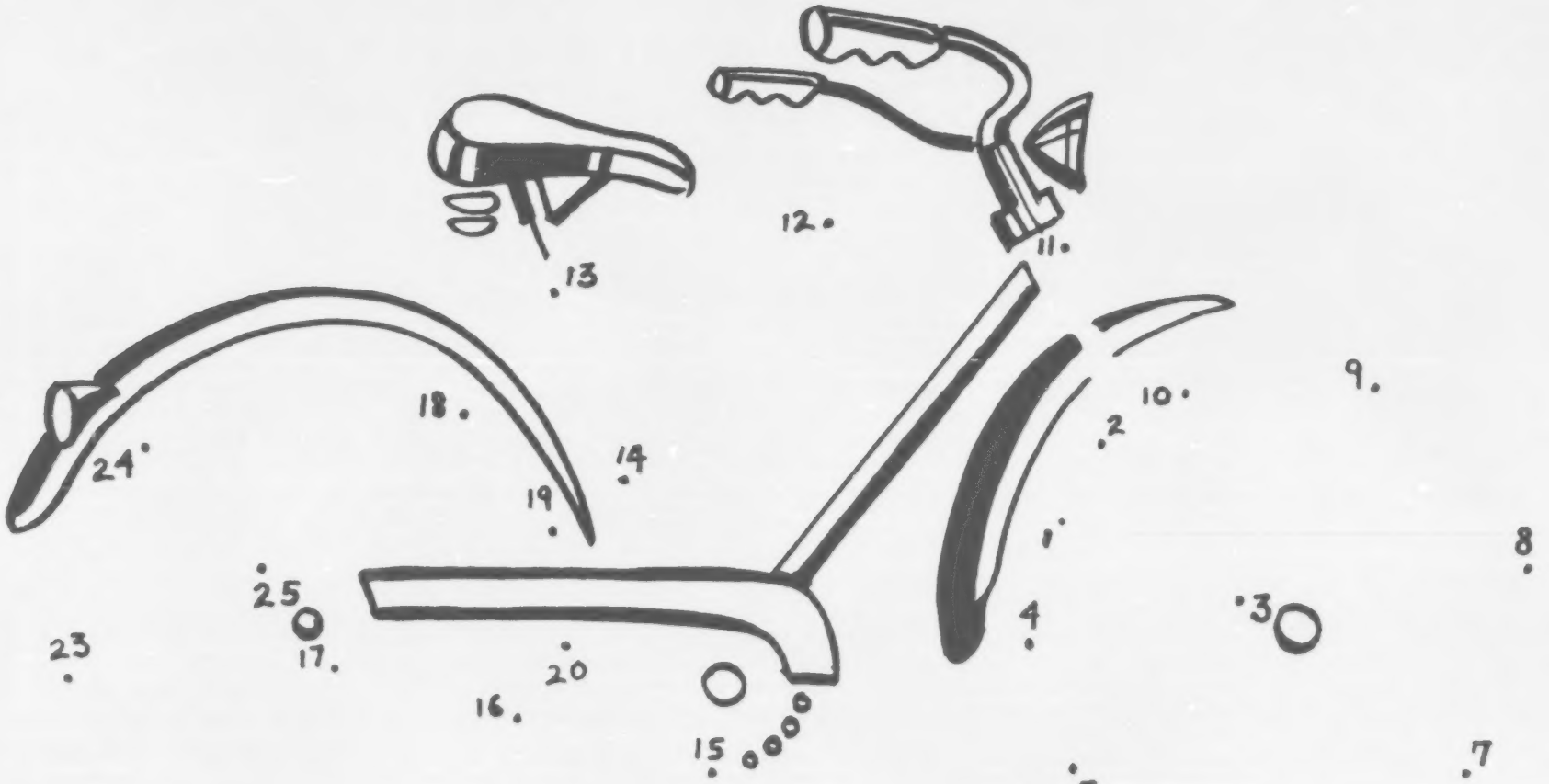
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ASSESSMENT

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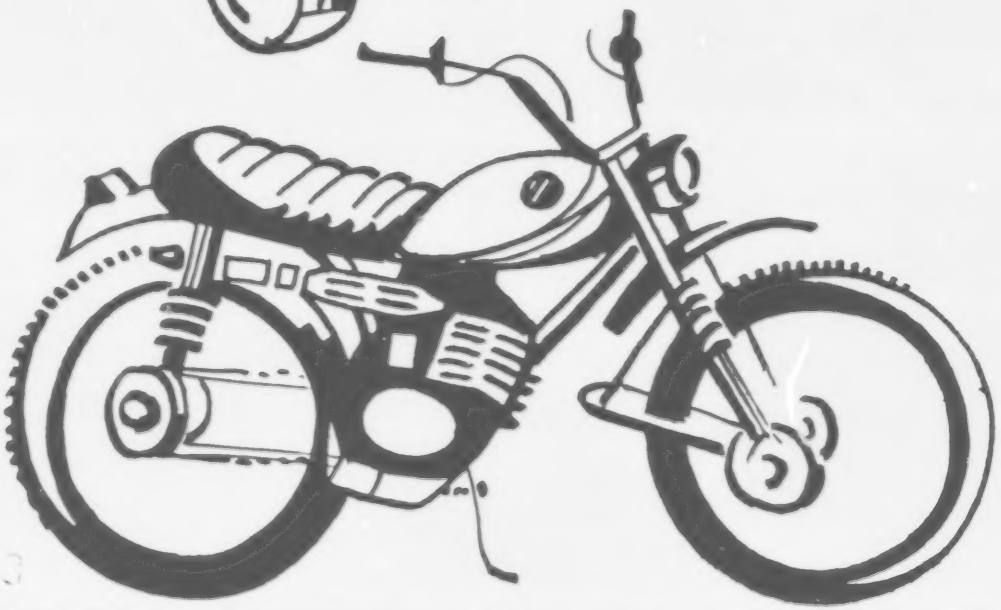

BICYCLE SAFETY – KINDERGARTEN AND FIRST GRADE

LESSON SIX

"PROPER BICYCLE FIT AND RIDING POSITION"

OBJECTIVE SIX

Given examples of children riding bicycles, the student will identify the example of proper fit, balance, and proper riding position.

KEY POINTS

1. Proper bicycle fit and proper balance are essential for safe bicycling. Bicycles are built for *one* rider; the only bicycle for two riders is the bicycle built for two.

2. Use of training wheels or help from an older person at the start will insure learning to ride a bicycle more quickly.

3. For proper fit and operation, the rider needs:

   a. Proper bicycle size.

   b. Proper seat adjustment.

   c. Proper handlebar adjustment.

NOTE: It is important to stress proper bicycle style and fit at the K-1 level because students' motor coordination has not yet matured at this level, and hand squeeze is not strong enough to operate hand brakes well. The instability of the operator and bicycle increase sharply when the bicycle does not fit the rider and the possibility of a spill or an accident also increases sharply.

4. To achieve proper balance while riding:

   a. Sit properly on the seat (bent slightly forward).

   b. Place soles of feet squarely on pedals.

   c. Grasp the handle grips firmly.

MATERIALS NEEDED

Different sized clothing for demonstration of proper fit. (Activity 1)

The pictures and examples furnished with this lesson and any you have collected. (Activity 2)

One or more bicycles, preferably with training wheels. (Activity 3)

Enough copies of the "Letter to Parents" and "Proper Size" example for each student's parents, total three pages. (Activity 4)

Enough copies of the bicycle rider signaling for each student to color. (Activity 6)

Enough copies of the assessment item for each student.

Additional Resource Material

"Bicycle Safety" leaflet on equipment, maintenance, safety.

Free from:

Aetna Life and Casualty
151 Farmington Avenue
Hartford, Connecticut 06115

"Bicycle Safety – Walt Disney Study Prints (Set of 9).

For information, write:

Walt Disney Educational Media Co.
800 Sonora Avenue
Glendale, California 91201

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Ask students what items are made just to their size. As students tell the teacher, she draws or writes the items on the blackboard. Examples are: shoes, chairs, clothes, glasses, bikes. Discuss with the students how an item their size fits and is comfortable to use or wear.

   Have on hand a collection of clothing in different sizes. Or ask children of different sizes to exchange coats, hats, etc., with each trying to put on the other's item. Ask how they feel with things too big/too small.

Discuss ways in which improper fit can be a hazard. Explain that bicycles must also fit, just as clothes must be the right size.

2. Discuss problems of proper fit and balance while showing students the pictures and asking questions like the following:

   a. Show the picture of the child trying to ride a bicycle that does not fit him.

      Why would it be difficult to ride this bicycle?

      What might happen to the boy as he drives his bike?

   b. Show the picture of a boy with a bicycle the right size.

      Why would it be easier to ride a bicycle that is the right size?

      Which parts can be adjusted for better fit? (Seat and handlebars)

   c. Show the picture of the girl (front view with "smiley face" shirt) properly sitting on the bicycle. Next show the students the two pictures of the child sitting improperly on the bicycle. (Girl is seated too far back, bicycle handlebars are too far back, seat is too high. Boy is too far forward.)

      Ask students what problems they think each improper fit might cause.

      What might happen if the handlebars are too high/too low? (Hard to turn, to balance, etc.)

      What might happen if the seat is too high/too low? (Can't reach pedals or ground, handlebars hit legs, hard to balance, etc.) Discuss.

3. Take students outside to the playground area, or bring a bicycle (preferably with training wheels) into the classroom. It would be best to arrange for about five bicycles with training wheels. Have each student sit on the bicycle and demonstrate the proper riding positions; i.e., proper sitting form, proper foot placement and proper placement of hands on hand grips.

   Proper and improper fit can also be demonstrated by having several students of different sizes take turns sitting on the bike and telling any problems they are having—reaching pedals, turning handlebars, balancing, etc. Note that tire size cannot be changed, but that seat and handlebars can be adjusted.

4. Take-home. Have your principal sign the attached letter, or sign it yourself. Send a copy of the letter to parents' home with each child. Include a copy of the "PROPER SIZE" example. Ask the children to discuss with their parents what they learned in class.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

5. Ask students how many have learned to ride a bike. How old were they when they learned to ride? Who or what helped them learn to balance their bikes? (A parent.

training wheels, other.) What problems did they have balancing? How did they overcome them?

Explain to the class that proper balance can be learned by having an older person hold onto the bicycle from the back while you mount the bicycle and place both feet on the pedals, or training wheels can be attached to the back wheel. You practice this technique until it feels comfortable.

6. Give each student a copy of the boy bicyclist signaling to color and take home.

7. Teach students the song "Pedal Pushers."

Pedal Pushers
(Tune: "A Bicycle Built for Two"/"Daisy")

Pe-dal push-ers, bikes can be lots of fun,
But ride a-lone when out for a spin you've spun.
Remember that riding double
Can only bring you trouble –
If stopped or bumped,
One guy gets dumped
'Cause your bicycle's built for one.

SUMMARY

Remind the students that it is much easier and safer to ride a bicycle that properly fits them and that proper balance is very important to safe bicycle riding. Ask students what needs to fit them on a bicycle. (Key Point No. 3) What do they need to do to balance a bike properly while riding? (Key Point No. 4)

ASSESSMENT PROCEDURE (OPTIONAL)

Give each student a copy of the assessment item. Have the students circle the picture of the bicycle rider who is on the right size bicycle and is properly balanced (who has proper posture, feet correctly on pedals, and both hands on handle grips). Collect the assessment items and complete the assessment checklist. Give assistance to those students who need further instruction.

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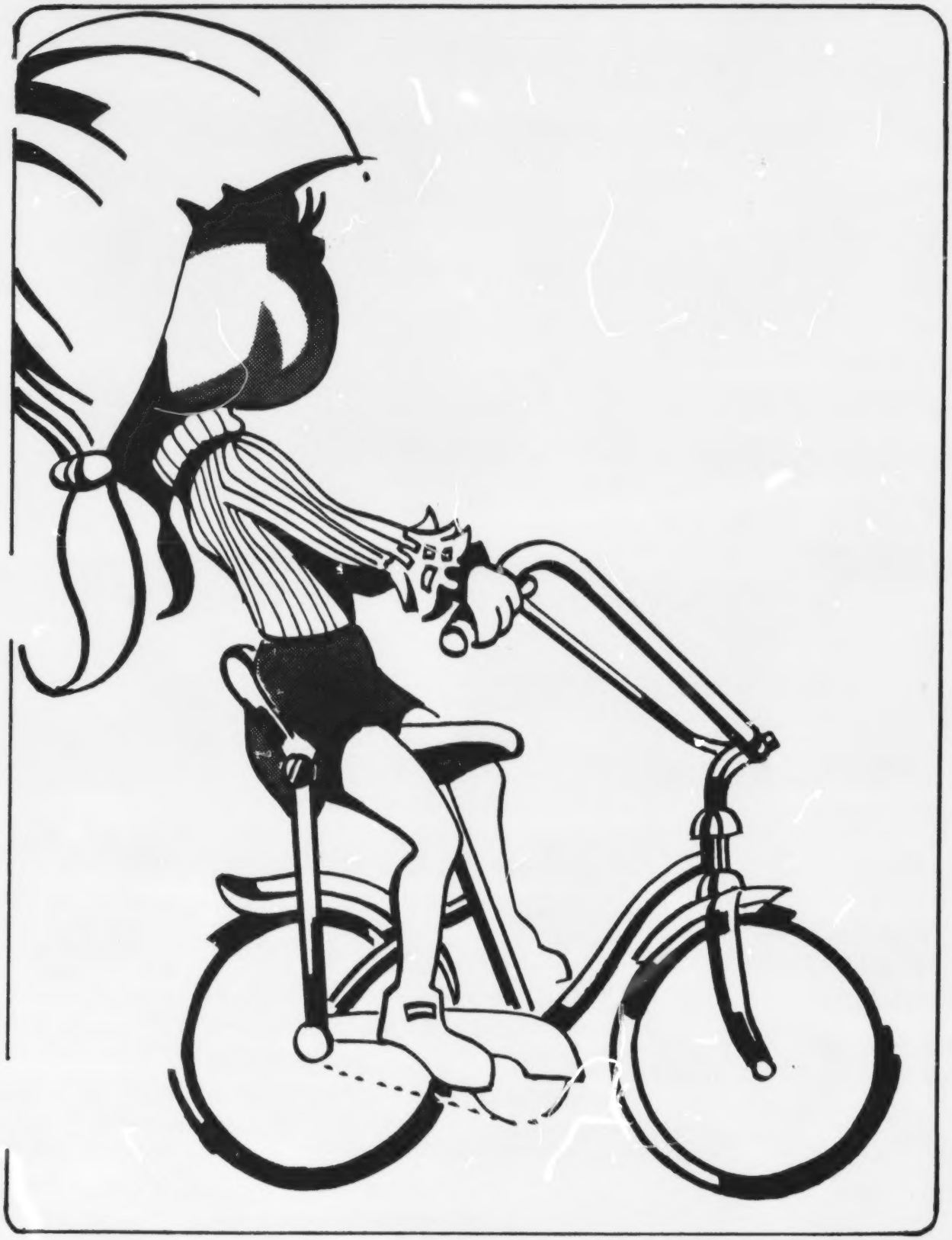


Dear Parents,

Many children in your child's age group want to learn to ride a bicycle. There is no way to eliminate all the risks involved in driving any two-wheeled vehicle. However, selecting a bicycle to fit the child in size and ability, and assisting him in learning to ride in a safe learning area can help prevent accidents.

Purchasing a bike that is too big, or allowing a youngster to share a bike that fits a taller brother or sister, can increase the chance of accidents. The fact that instability of the bicyclist is increased with improper fit and a young child has not yet developed proficient motor coordination combines for a very hazardous combination. Please impress upon your child that when a bicycle is ridden in traffic it is not a toy.

PROPER BICYCLE FIT

As a beginning bicycle driver your child's toes should be able to reach the ground from a seated position without having to lean the bike.

To determine proper wheel and frame size, measure the leg length of the child from crotch to floor (in stocking feet) and match with wheel size on the chart below. A general rule of thumb for bicycle fit is as follows: ages 3-5, a 16-inch bicycle; 6-10, a 20-24-inch bicycle; and 11 and over, a 26-inch bicycle.

Size of bicycle for average child:

Leg Length	Age	Frame	Wheel Size
16-21	3-5		16"
20-25	6-10		20"
26-28	8-10	17-19	20-24"
28 & over	11 & over	19-26	26-27"

PROPER ADJUSTMENT

The seat should be no higher than the top of a child's hip. Handle bar grips should be approximately the same height as the seat but never higher than the rider's shoulders on any bike, and positioned for comfortable turning.

The only bicycle for two riders is the bicycle built for two.

PROPER BALANCING PROCEDURE

Proper balancing can be learned by having an adult grip the bicycle from behind and steady it while the child mounts and places both feet on the pedals. The child then practices the following steps in learning to ride a bicycle.

1. To get on, lean the bike slightly toward you and put your leg over the opposite side.

2. Sit on the seat and assume the proper riding position: Body bent very slightly forward, soles of the feet on the pedals, hands firmly on the handle grips.

3. Start to pedal as an adult steadies the bike.

4. For turning, slow down, lean the bike slightly in the direction of the turn.

5. To stop, brake and slow down, lean your bike gently as you place your foot on the ground to keep from falling. Dismount.

SAFE AREAS

The safest places for children to learn to ride a bicycle are in areas away from traffic or with very little traffic. The back yard, the school playground, a nearby park, or an uncrowded sidewalk are good learning places. Use of training wheels can help your youngster learn to ride quicker and easier. Children learning to ride should be supervised at all times.

BICYCLE TYPES

There are three basic types of bicycle:

1. HIGH-RISE (Sting-Ray, Spider) - mostly for fun riding. Small wheels, high handlebars, long banana seat. Experience is needed for safe handling. Not recommended for bike drivers with less than 3 years experience. If beginners must have one, purchase one with foot brakes and without gears. (Hand squeeze is not strong enough at this age level to operate hand brakes.) Make sure handle bar grips are positioned for comfortable turning, not out too far in front.

2. MIDDLE-WEIGHT - for a soft ride, easier balance. Strong heavy frame, large tires, foot brakes; ability to withstand punishment. Good for beginners.

3. LIGHT-WEIGHT - for the mature rider. Light frame and tires plus three or more speeds make handling easier, more complicated. Experience is needed for safe handling. Keep handlebar grips in line with the rear axel as they are designed that way and it is dangerous to turn the handlebars. (Because this bicycle has handbrakes, and hand size may not be large enough or hand squeeze strong enough, this bicycle is not recommended for young bicyclist.)

With your help, your child can gain confidence and skill in safe bicycle riding. And the risks of a serious accident will be greatly reduced.

We appreciate your help and coorperation in promoting safe bicycling practices for your children.

_____

Principal or Teacher

PROPER SIZE

When the rider sits on the saddle with the ball of one foot on the low pedal and grasps the handlebars as though riding, the following should be noted:

C. The upper part of the body is inclined slightly forward.

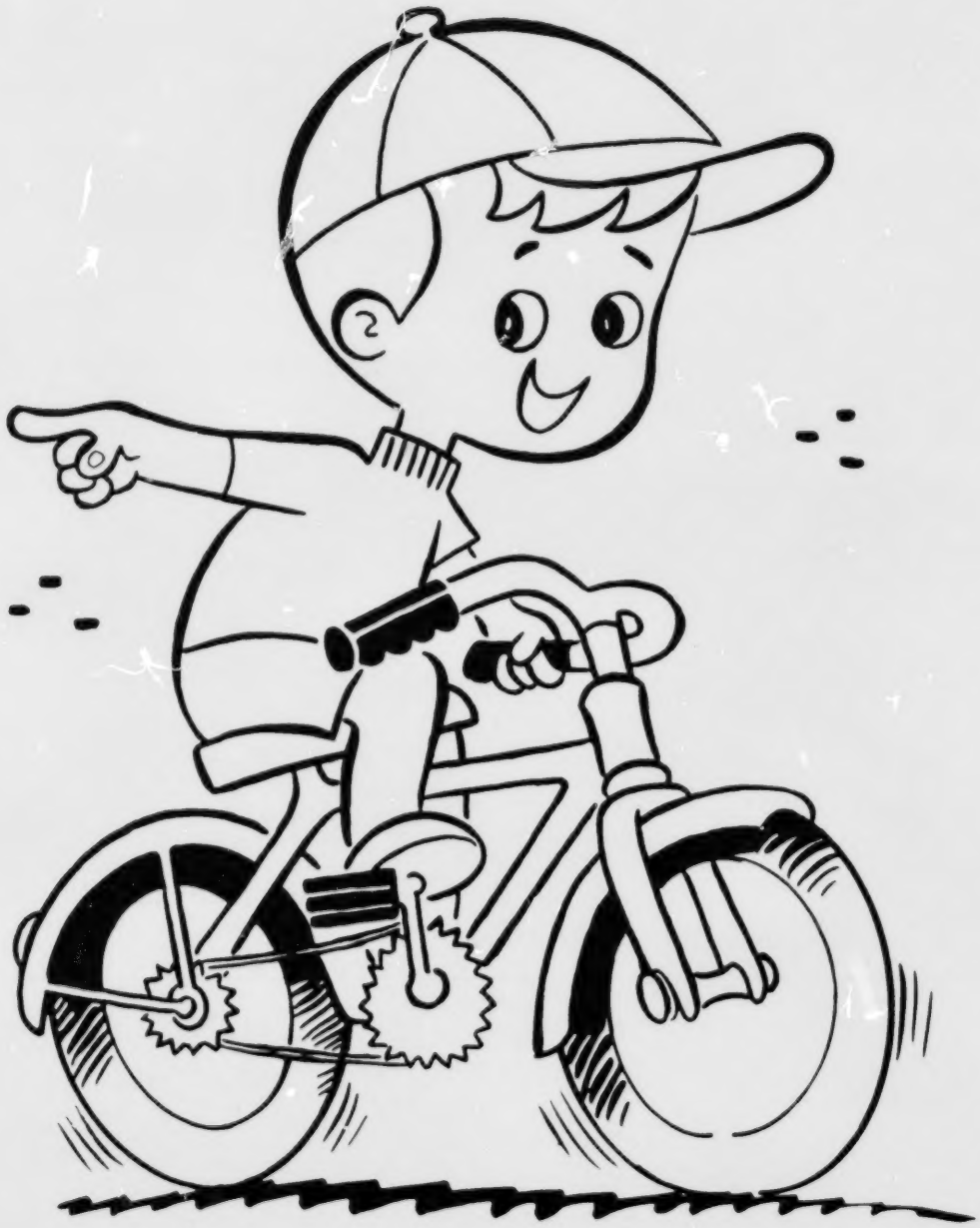
A. The leg with foot on the low pedal is bent slightly at the knee when the ball of the foot is pressing on the pedal.

D. The handlebar grips are at right angles to the handlebar stem.

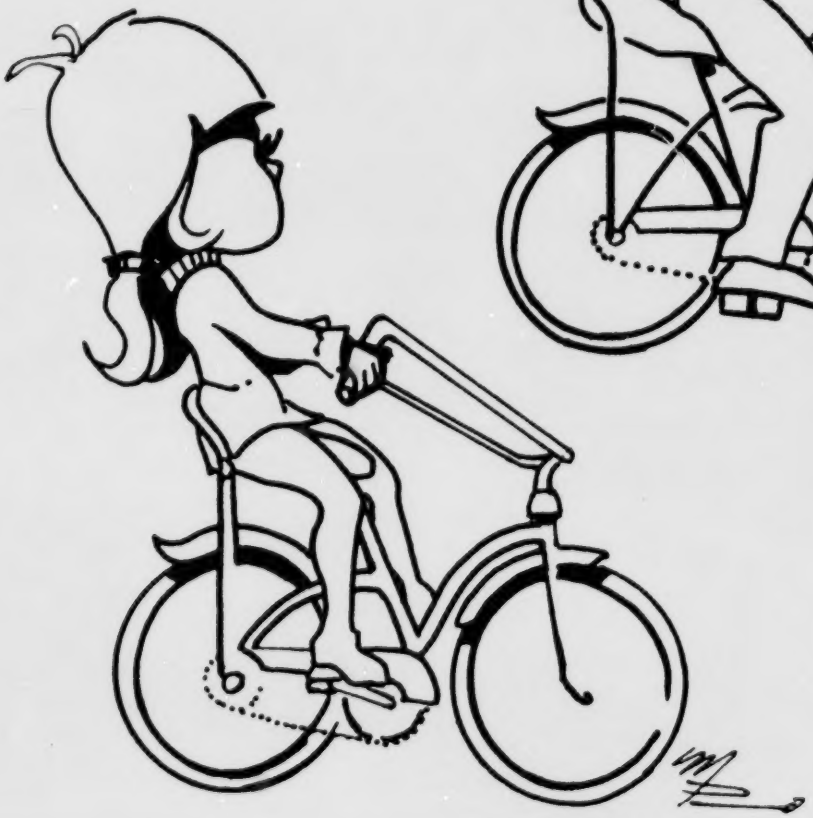
B. The seat is parallel to the ground.

Remember there are two questions you need to answer when you select your bicycle.

1. How am I going to use the bicycle?
2. Which is the right sized bicycle for me?



ASSESSMENT NAME _____



BICYCLE SAFETY – KINDERGARTEN AND FIRST GRADE

LESSON SEVEN

"RIDE YOUR BICYCLE IN A SAFE AREA"

OBJECTIVE SEVEN

Given examples of safe and unsafe bicycle riding areas, the student will identify those areas that are safe to practice bicycle riding.

KEY POINTS

1. Children of this age group should learn to ride their bikes in areas that have no vehicle traffic, or very little vehicle traffic.
2. The best areas for learning to ride and riding a bike are:
   - the back yard or front yard of their home
   - the sidewalk in front of their home and local neighborhood
   - playgrounds at schools
   - neighborhood parks

MATERIALS NEEDED

The pictures furnished with this lesson and any others you have collected. (Activity 2)

Drawing paper and colors. (Activity 4)

Enough copies of the bicycle rider for each student to color. (Activity 5)

Enough copies of the assessment item for each student.

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Take the students out by the street to observe vehicle traffic. Ask them if it would be safe to learn to ride their bicycles there. (This could be done on the way to lunch or recess.)

   Take students outside to the playground and show them the open space available for learning to ride a bicycle. Ask them if it would be safe to learn to ride their bicycles there.

   Explain to the students that riding a bicycle is a lot of fun, but when learning to ride, you should not ride on areas where motor vehicles (cars and trucks) are driving. Discuss why it is dangerous to ride there. What might happen?

   Ask the students to name some safe places to learn to ride a bicycle, and why these are safe places. Where did they learn?

2. Show the students the pictures of practice riding areas. Ask students to tell whether or not it would be a good place to learn to ride a bicycle. Ask them why or why not.

   Show students the pictures of the driveways with and without cars on them. Discuss with the students why it might be dangerous to ride a bicycle there.

3. Ask the students to tell where they ride their bicycles and ask them to explain why it is a safe or unsafe riding area.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. Have students draw and color pictures of people riding their bikes in safe places. If there is time, some students may tell a story about their pictures. The pictures may be put up around the room, or taken home.

5. Give each student a copy of the bicycle rider to color. Have students draw in the safe area where the rider is riding behind the rider. They may also tell why he is riding there.

6. Teach the students the song, "Learn to Ride." It may be sung as a round, if desired.

Learn to Ride
(Tune: "Frere Jacques")

(to be sung straight or as a round)

I

On the sidewalk
On the sidewalk
Learn to ride
On your bike.
I am safer riding there
I am safer riding there
So is Jim, so is Sue.

II

In the backyard
In the backyard
Learn to ride
On your bike.
You'll be safer riding there
You'll be safer riding there
And sis and brother too.

(lines to be sung alternately by two groups)

Group I: On the sidewalk
Group II: In the backyard
Group I: Learn to ride
Group II: On your bike
Group I: I am safer riding there
Group II: You'll be safer riding there
Group I: So is Jim, so is Sue.
Group II: And sis and brother too.

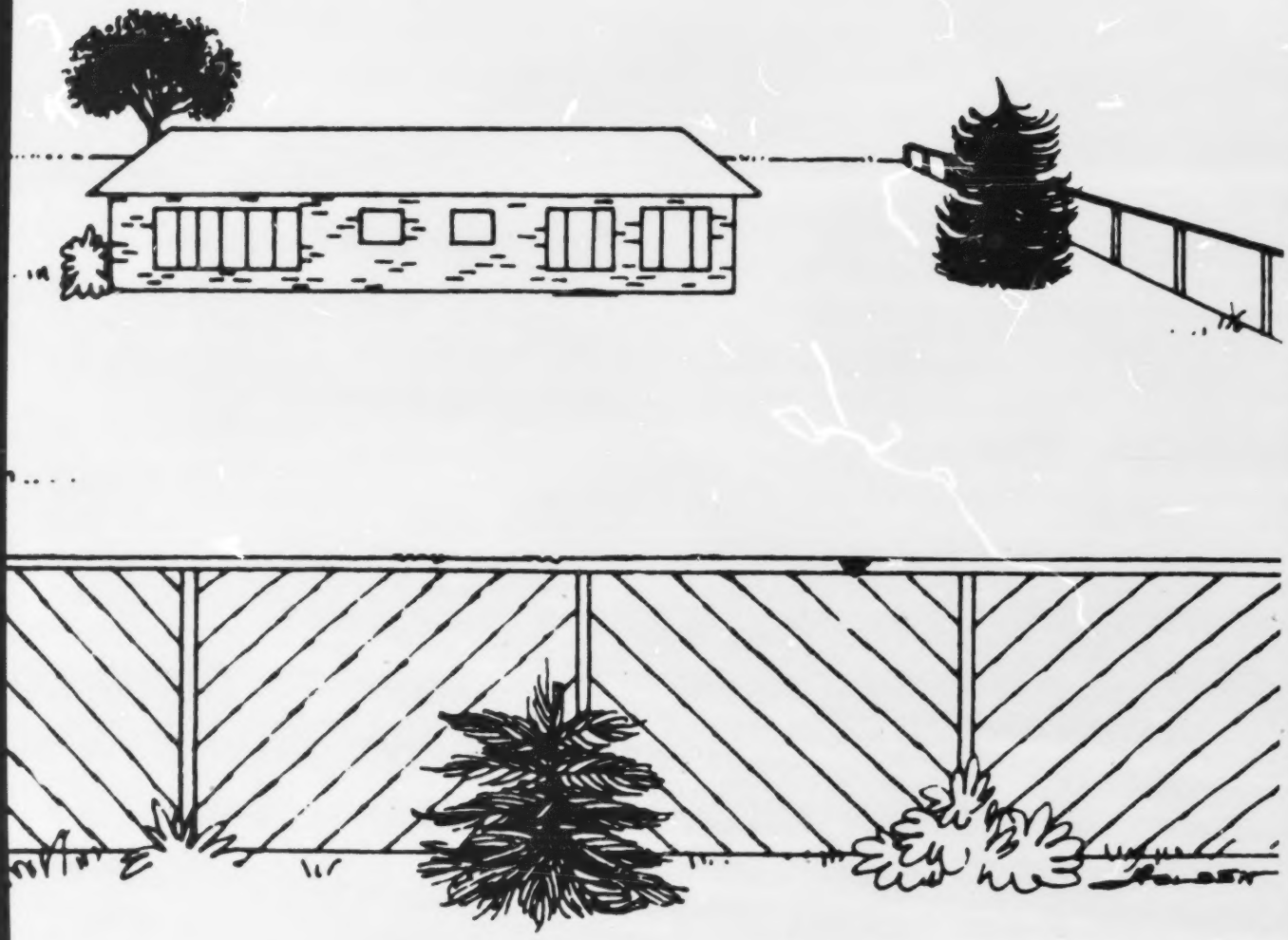
SUMMARY

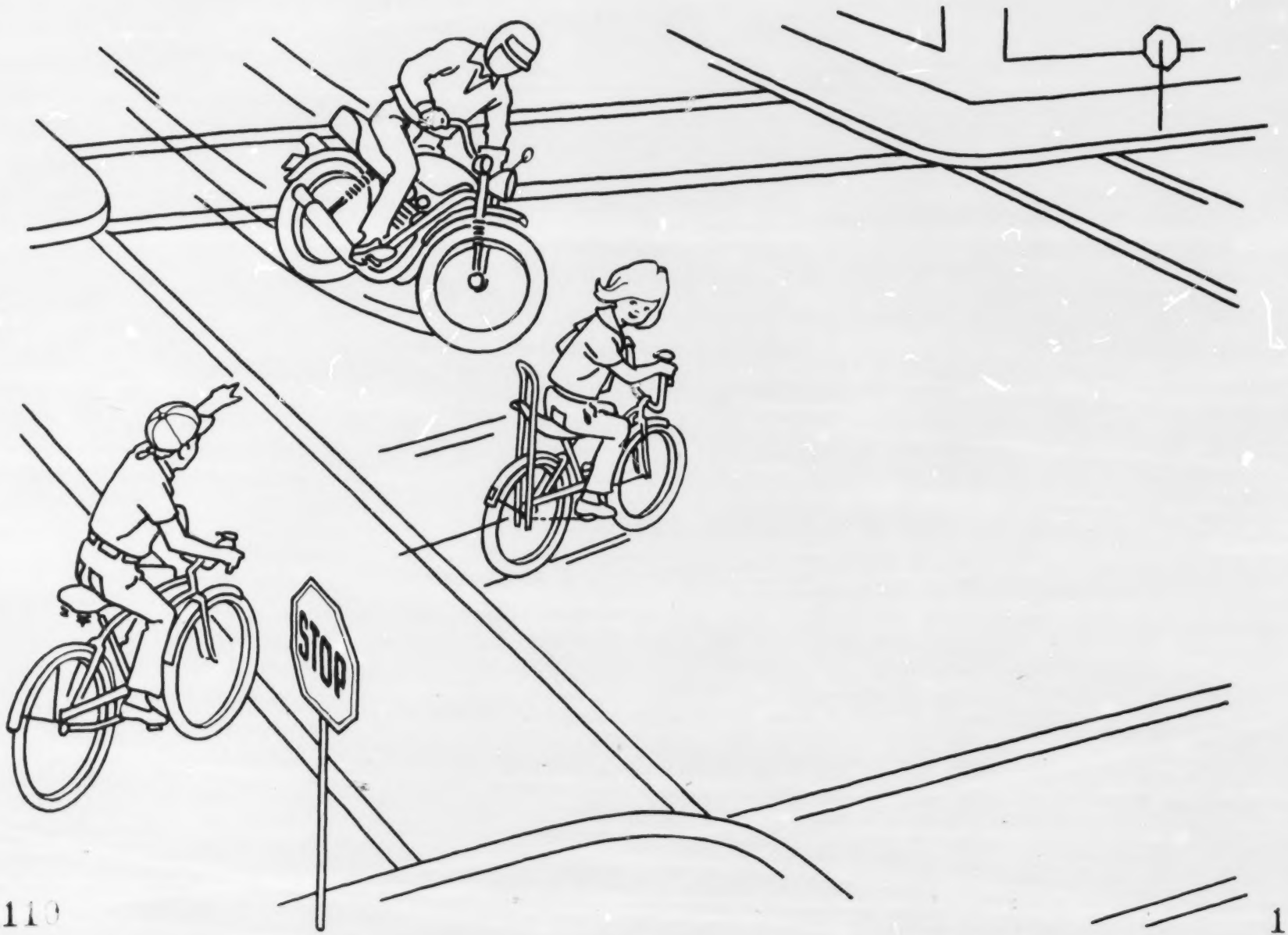
Remind the students that the safest places to ride are:

- the back yard or front yard of their home
- the sidewalk in front of their home and local neighborhood
- playgrounds at schools
- neighborhood parks
- away from traffic

ASSESSMENT PROCEDURE (OPTIONAL)

Give each student a copy of the assessment exercise. Instruct students to put a circle on three places that are best for learning to ride a bicycle. Collect the exercises and complete the assessment checklist, giving help where needed. (The playground, patio, empty carport and sidewalks are least hazardous. The street and driveways with cars on them are most dangerous.)

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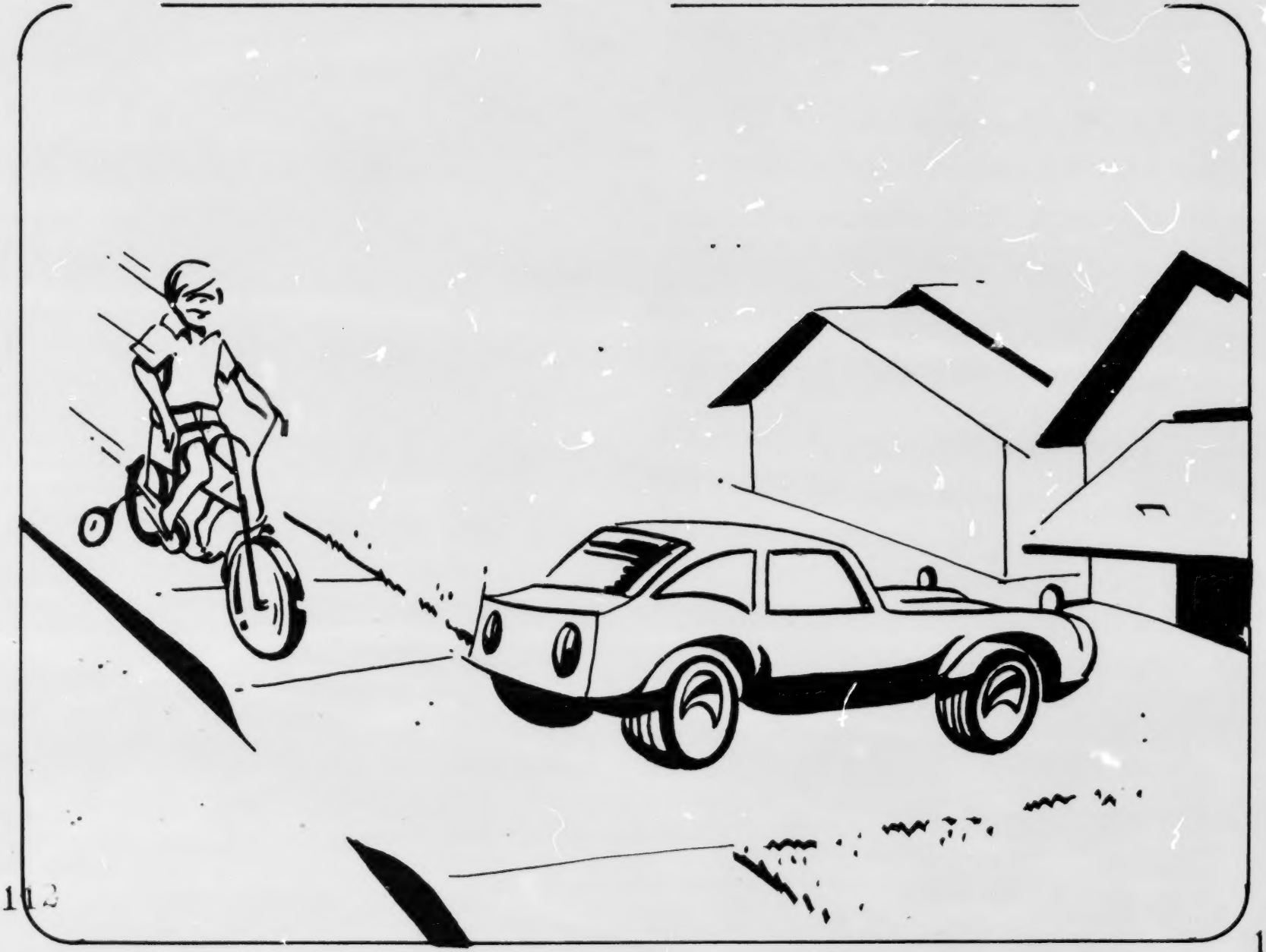
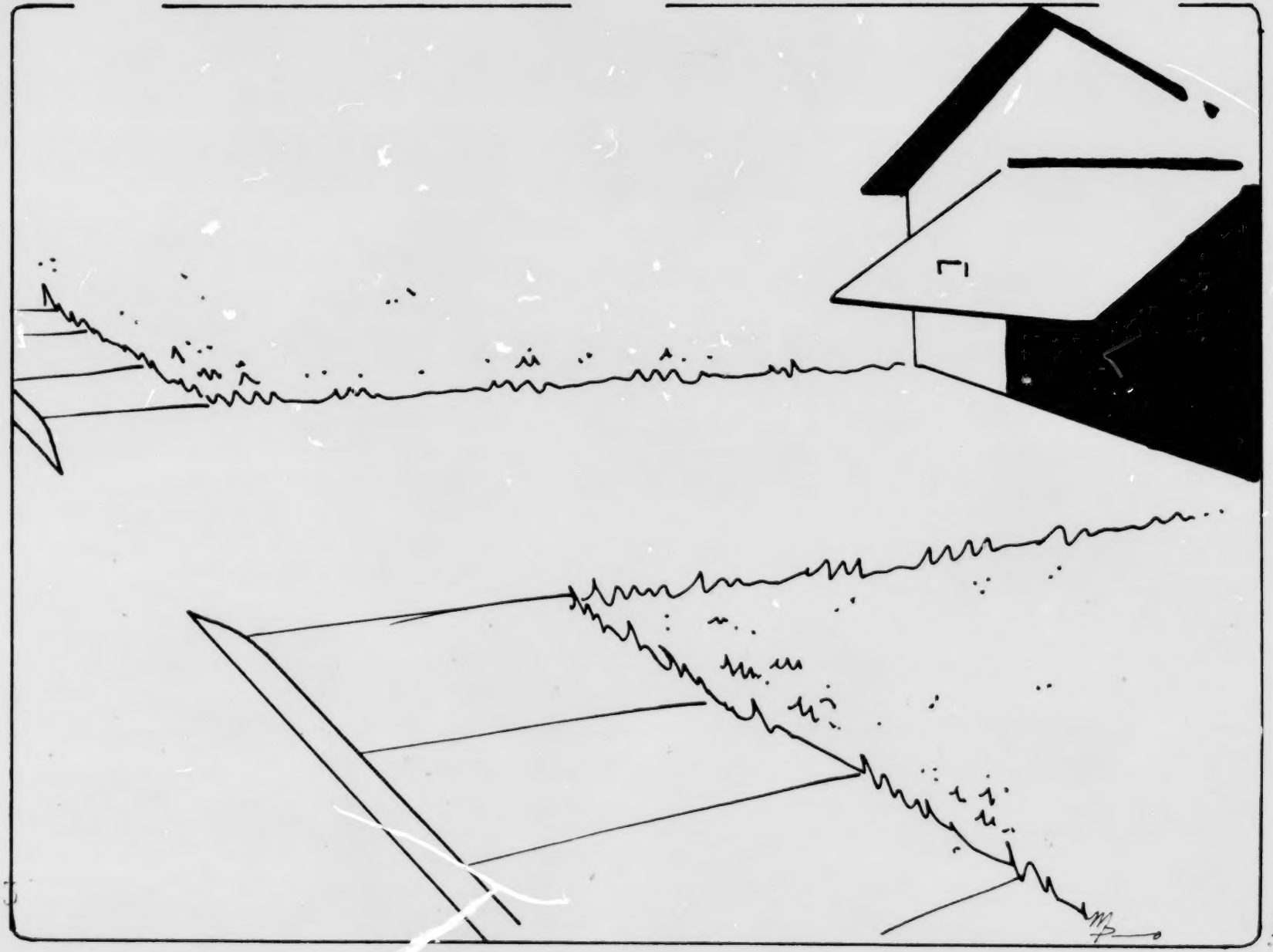
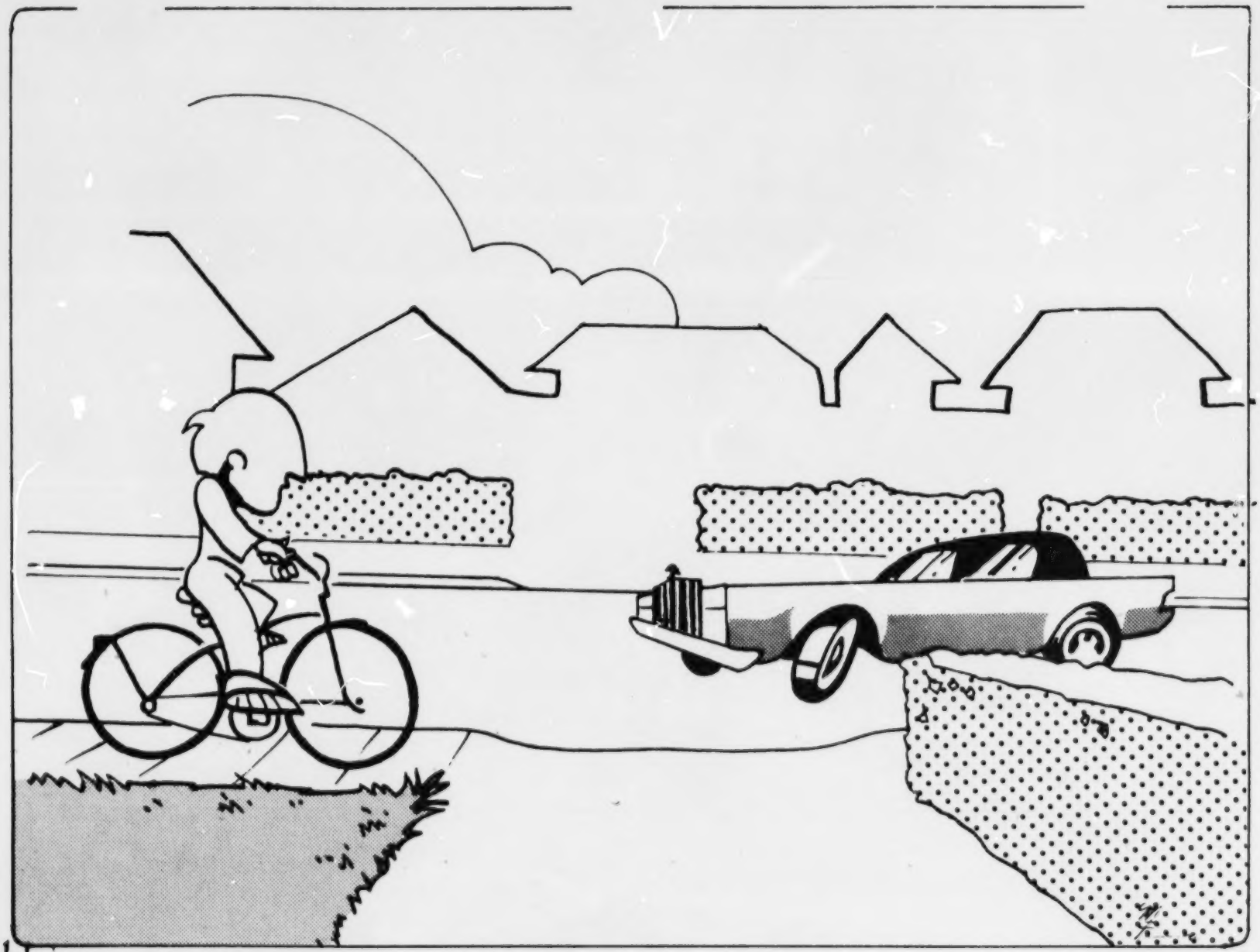




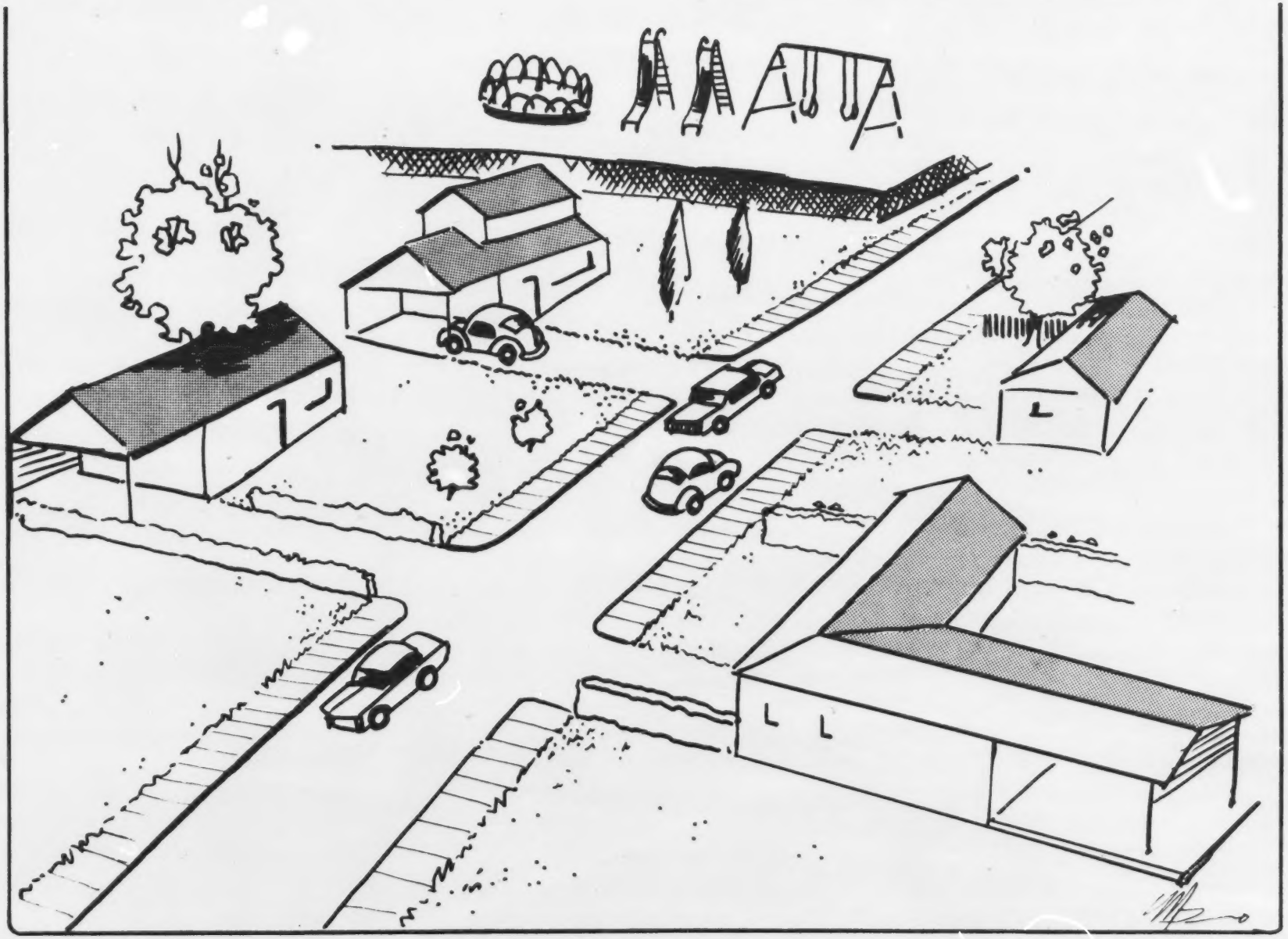


11.

BOY BICYCLIST

ASSESSMENT

NAME _____



BICYCLE SAFETY – KINDERGARTEN AND FIRST GRADE

LESSON EIGHT

"YOUR BICYCLE AND SIDEWALK SAFETY RULES"

OBJECTIVE EIGHT

Given examples of bicycle usage, the student will identify the proper way to operate his bicycle on the sidewalk.

KEY POINTS

1. Young students should not ride a bicycle in a street where there is traffic.
2. Areas such as playgrounds, parks, front or back yards, or uncrowded sidewalks are the best bike riding areas.
3. When students ride on the sidewalk, they should:
   a. Keep to the right side of the sidewalk.
   b. Not block the way of pedestrians.
   c. Stop to allow pedestrians to freely pass on the sidewalk. You are responsible for the safety of sidewalk users.
   d. Watch out for cars pulling into or backing out of driveways.

NOTE: Check local laws about riding on the sidewalk. Some communities encourage small children riding on the sidewalk.

MATERIALS NEEDED

The pictures accompanying this lesson and any others you have collected. (Activity 3)

Chalk or masking tape to make a simulated sidewalk, optional. (Activity 5)

Enough copies of the assessment item for each student.

Additional Resource Material

"Bike Book of Rules for Safe Riding" leaflet.

Free from:

Board of Directors
Travelers Protective Association
3755 Lindell Boulevard
St. Louis, Missouri 63108

"Operation of Bicycles and Play Vehicles" leaflet.

Free from:
ARIZONA DEPARTMENT OF TRANSPORTATION
Office of Highway Safety
1655 West Jackson St.
Phoenix, Arizona 85007
Tel: 602-261-7692

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Review the KEY POINTS from Lesson 7. Ask students why streets are not as safe as playgrounds, yards, etc. Discuss safe vs. dangerous places for children to ride, finally focusing on sidewalks as a safe place and sidewalk safety.

2. Discuss driving on the right side. Lesson 2 has RIGHT-LEFT identification activities (Nos. 2,3,4) if review is necessary, or add your own left-right activities.

   Ask students questions, such as:

   What side of the street does Daddy drive on?

   Why does he do that?

   What might happen if Daddy drove down the middle?

   Is "Drive on the Right" a good rule for people who use the sidewalk? Why?

   What other rules should someone riding a bicycle on the sidewalk follow? (Key Point No. 3)

3. Show the students the pictures of the youngster riding his bicycle on the sidewalk on the right side, another of a youngster stopping for an adult to pass, another showing a bicyclist stopping and checking for cars at a driveway. If necessary, go over each concept shown several times.

Discuss the possible dangers to the bicyclist and the pedestrians and how following sidewalk safety rules can prevent accidents or collisions. Which rule of courtesy would apply to each situation?

4. Have students act out situations involving the bicycle safety rules mentioned in Key Point No. 3, and any other rules they want. This may be done in groups.

5. Take the students outside to the sidewalk area to demonstrate the concept of driving on the right. Or set up a simulated sidewalk with chalk or masking tape in your classroom.

   Have students walk single file down the right side noting how much room there is on a sidewalk, if you stay to the right. You can have some students walk bicycles to the right to show the extra space needed for a bicycle. This could be done on the way to lunch. You may wish to make two lines from opposite directions to note the free movement needed on a sidewalk.

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

6. Game. The object is to provide a situation in which children must decide quickly which direction is right, which left.

   Children face the teacher who is standing half way between two chalk lines. The teacher calls out "right" or "left." If "right" is called, the children run toward the chalk line. Anyone who starts to run toward the wrong goal line leaves the game. The winner is the one who can stay in the game the longest. He may become the leader and repeat this procedure, if desired.

7. Teach students the song, "Ride the Safest Way" and/or "Ride, Ride, Ride," bicycle safety songs.

Ride the Safest Way
(Tune: Jingle Bells)

Ride your bike on the right,
Do your bit today.
When someone's walking up ahead
Do not block their way.
Watch for cars, never swerve,
Take no chance today.
Oh what fun it is to ride,
And ride the safest way.

Ride, Ride, Ride
(Tune: Row, Row, Row Your Boat)

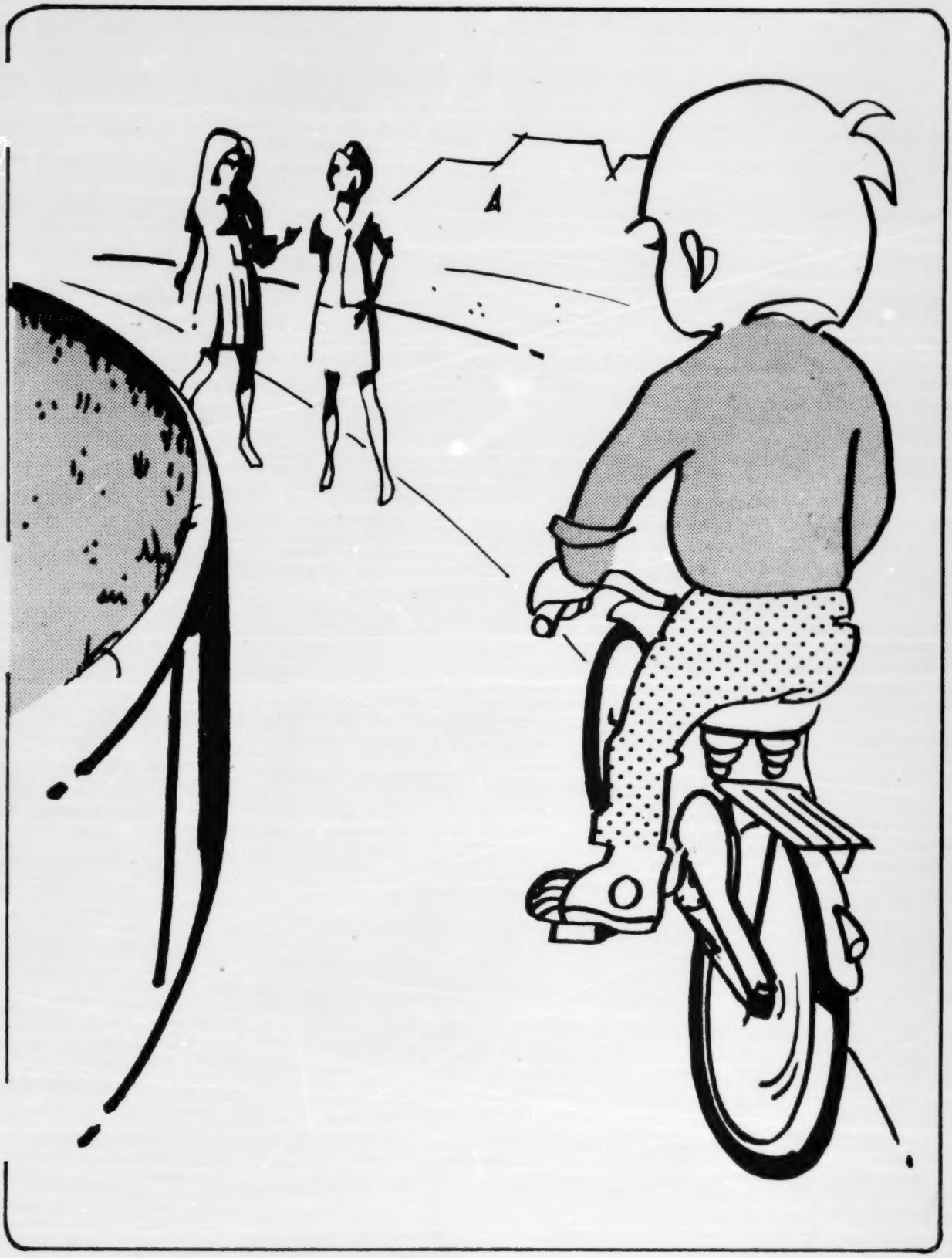
Ride, ride, ride your bike
Away from the street.
Ride, ride on the right
Being safe is neat.

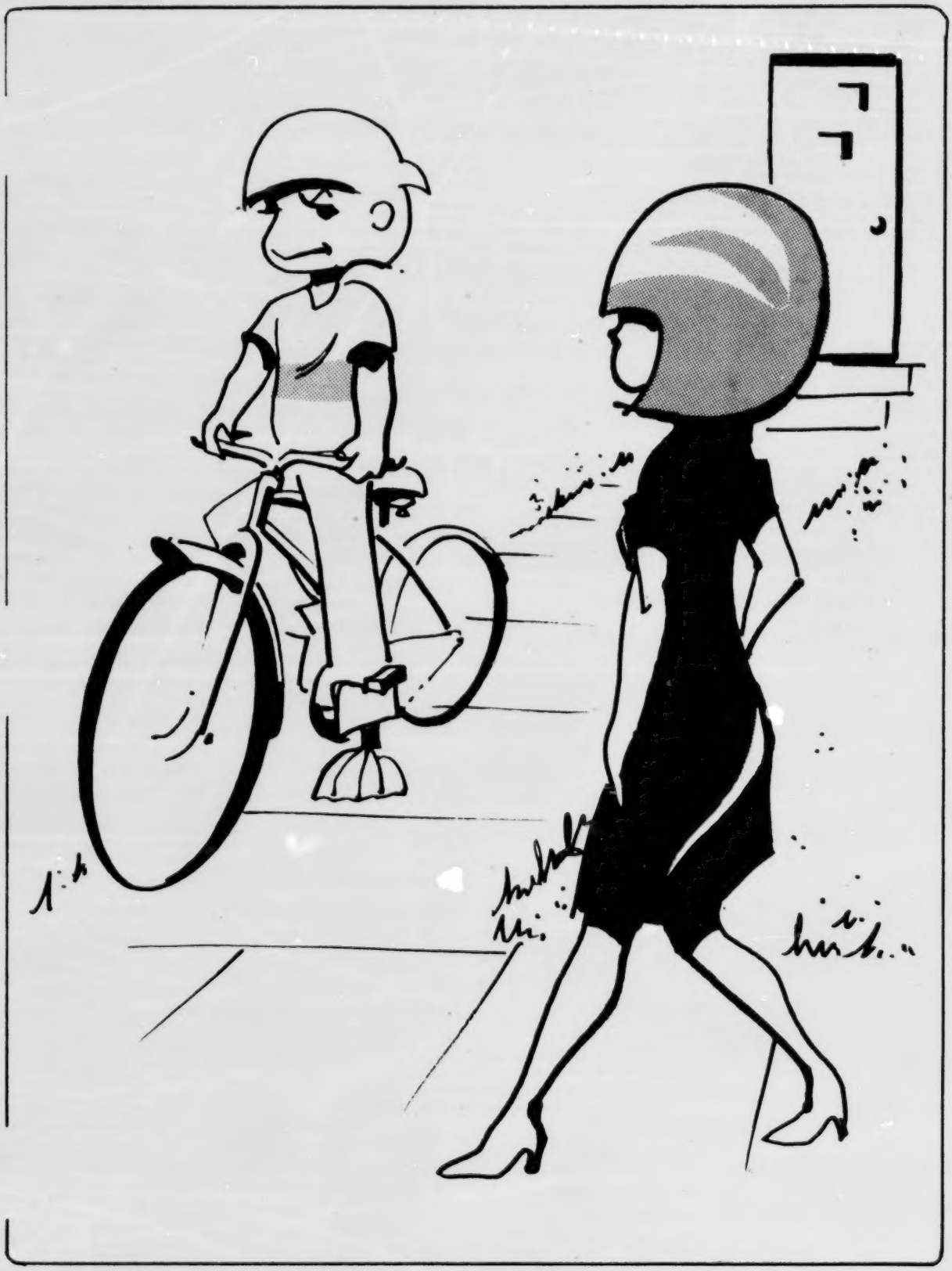
SUMMARY

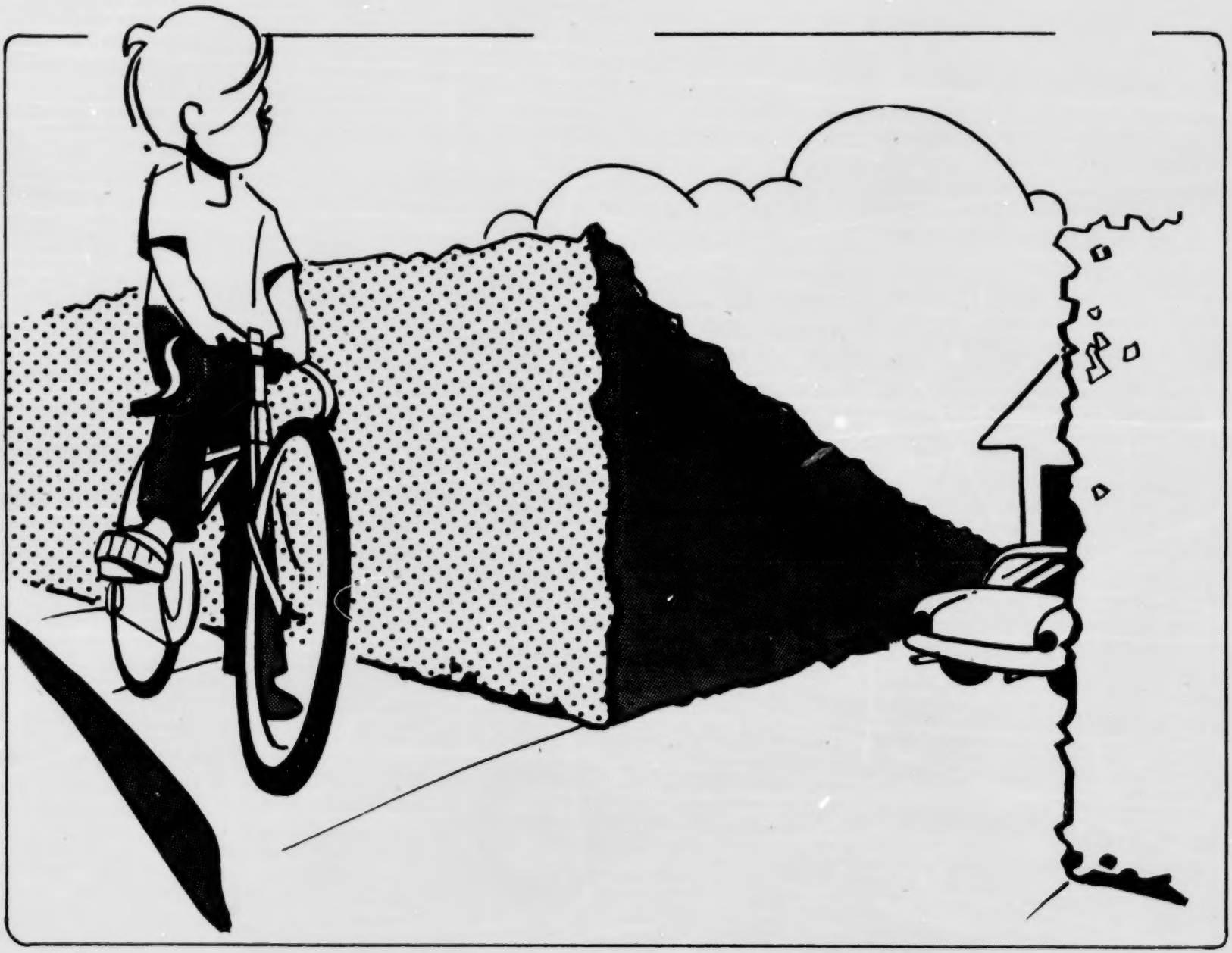
Remind the students that they should ride on the sidewalk away from traffic, and should keep to the right, watch out for pedestrians, and check for cars when crossing driveways.

ASSESSMENT PROCEDURE (OPTIONAL)

Give each student a copy of the assessment exercise. Instruct students to circle the picture or pictures showing proper sidewalk use while operating a bicycle. Collect the exercises, complete the assessment checklist, and give help where needed.



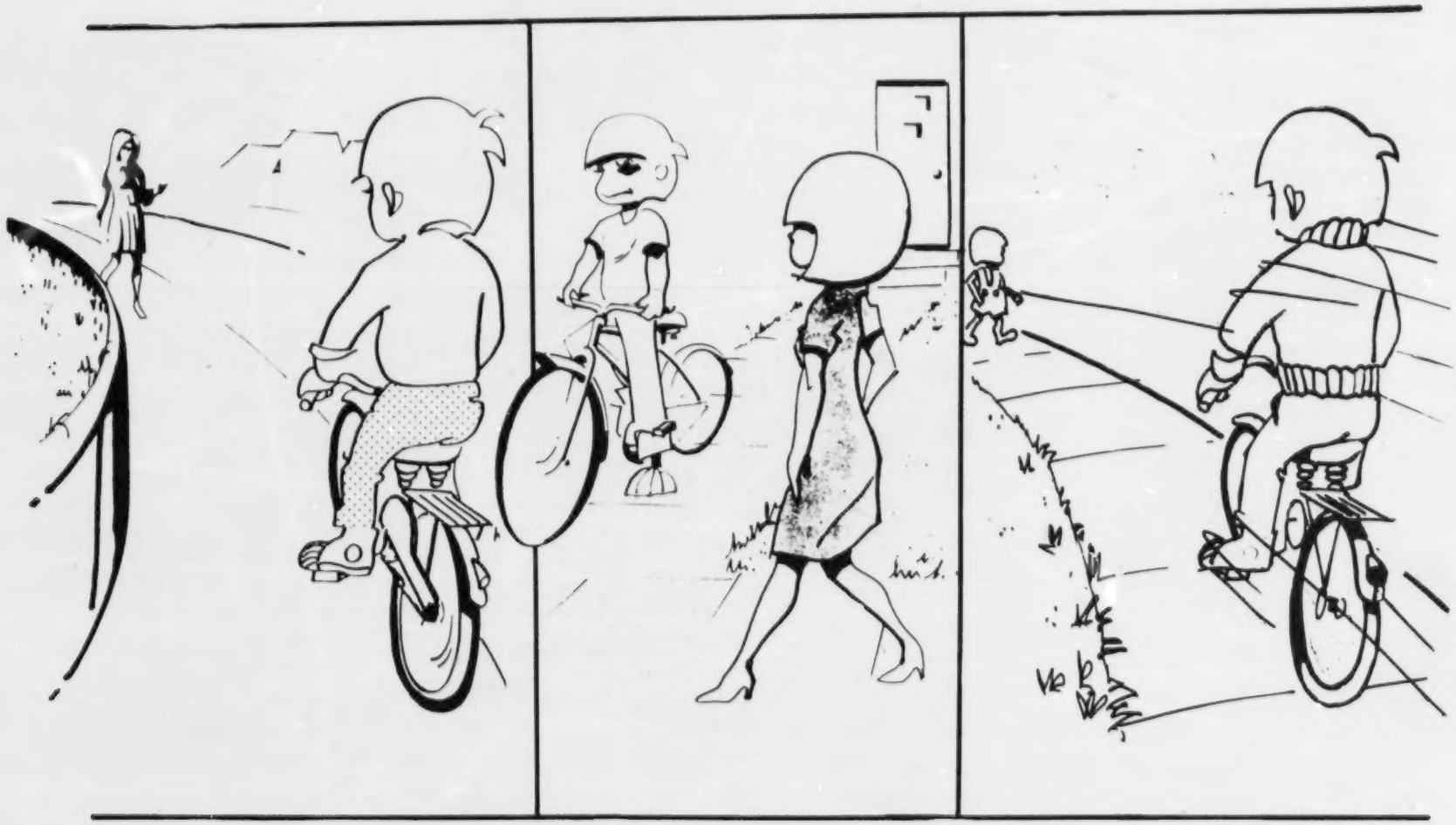




123

ASSESSMENT

NAME _____



BICYCLE SAFETY – KINDERGARTEN AND FIRST GRADE

LESSON NINE

"KEEP YOUR BICYCLE IN GOOD REPAIR"

OBJECTIVE NINE

Given examples of bicycles, the student will identify those pieces of equipment that need repair.

KEY POINTS

1. A bicycle in good repair is necessary for safe bicycling.
2. Students should begin to identify items on their bicycles that need to be in good repair for safe riding. Examples are:
   - *Wheels* straight and tight.
   - *Tires* with tread, and fully inflated.
   - *Pedals* in good repair.
   - *Brakes* that will skid the bike.
   - *Handlebars* and grips tight and properly adjusted.
   - *Seat* tight and properly adjusted.

MATERIALS NEEDED

Pictures accompanying this lesson, or transparencies made from them. (Activities 1 and 8)

One or more bicycles. (Activity 2)

Enough copies of "Safety Check Your Bike" and the accompanying letter for each student. Sign the letter before copying. (Activity 3)

Make SAFE BIKE and UNSAFE BIKE tags (approximately 30 UNSAFE and 100 SAFE recommended), masking tape. (Activity 4)

Situation stories furnished with this lesson. (Activity 6)

Enough copies of the assessment item for each student.

Additional Resource Material

"Bike Book of Rules for Safe Riding" leaflet, including "Bicycle Care for Safer Riding" tips.

Free from:

Board of Directors
Travelers Protective Association
3755 Lindell Boulevard
St. Louis, Missouri 63108

SUGGESTED ACTIVITIES

Use of all activities is NOT required.
Additions and modifications are encouraged.

BASIC ACTIVITIES: The following activities are designed to help teach the key points of this lesson.

1. Ask the students how many own bicycles or have bicycles in their family. Ask them who repairs or adjusts their bicycles. From this, lead into a discussion of the parts (examples in Key Points) and what a bicycle needs to be in good repair so accidents won't happen.

   Show the picture of a bicycle and its parts. Or use the flannelboard bicycle you made. (Directions attached to Lesson 5.) Ask questions like the following:

   What do we need to have a safe bicycle?

   What parts do we check to see if a bicycle is safe?

   What might happen if a _____ (use specific part mentioned by student) is loose? – broken? – off the bike? – stuck?

2. Bring a bicycle into the classroom or take students out to the bicycle rack and have them point out the equipment that is tight and properly adjusted and that which is broken or loose. Ask students to point out the items on the bicycle that should be checked periodically. (Handlebars, wheels, tires, seat, pedals, chains, etc.)

3. Take-home. Sign the letter to parents and make a copy for each student. Have children with bicycles take the bicycle "Safety Check" and letter home, to be completed with parent's help. Ask them to bring the completed checklist back with their parent's signature. (You may want to send the safety checklist to tricycle owners, too. Feel free to add to or modify the accompanying letter.)

ENRICHMENT ACTIVITIES: The following activities are designed to give greater variety and reinforce the lesson objective.

4. If the children go the bicycle rack for Activity 2, they can tag the bicycles they have inspected as "safe" or "unsafe." The teacher makes tags of two different colors to

emphasize difference. The appropriate one is attached to the handlebars of each bike with masking tape as it is inspected.

Suggested writing for UNSAFE BIKE tag:

"Your bike needs help! Did you know that an unsafe bike can cause you to have an accident? You need to fix (teacher writes in parts needing repair).
The Kindergarten/First Grade Class."

Suggested writing for SAFE BIKE tag:

Congratulations! You have a safe bike. Keep up the good repair work.
The Kindergarten/First Grade Class."

5. Teach students the song, "Before You Ride Your Bike." Add creative dramatics if desired.

Before You Ride Your Bike
(Tune: If You're Happy and You Know It, Clap Your Hands)

Before you ride your bike, check your *wheels* (clap, clap)
Before you ride your bike, check your *wheels* (clap, clap)
Before you ride your bike, before you ride your bike,
Before you ride your bike, check your *wheels* (clap, clap)

Repeat, substituting the other parts for the word "wheels" — tires, pedals, spokes, brakes, etc.

Children may act as the parts of the safe bike between singing the verses. (If this is done, the teacher tells students, "Freeze," to stop the action. Then students go on to the next verse and act out that part until the teacher says "Freeze" or calls out another key word for the next verse.)

6. Read the short situation stories accompanying this lesson and discuss.

7. Have students design (draw) a model of the safest bicycle they could own.

8. Show the picture (or transparency) of the two bicycles. Have students name the parts of the upper bicycle. Its owner takes good care of it. But the owner of the lower bike doesn't take care of it at all. It has a lot of things wrong with it.

What parts are loose or broken on the lower bike?

Using student answers, ask, "What might happen if . . ." that particular equipment is loose or broken (such as, if the rider wants to stop and the brakes won't work).

The transparency can be flashed on the board or a large sheet of paper and students can circle the broken or missing parts, if desired. (List is on back of picture.)

This activity is recommended for review later in the school year.

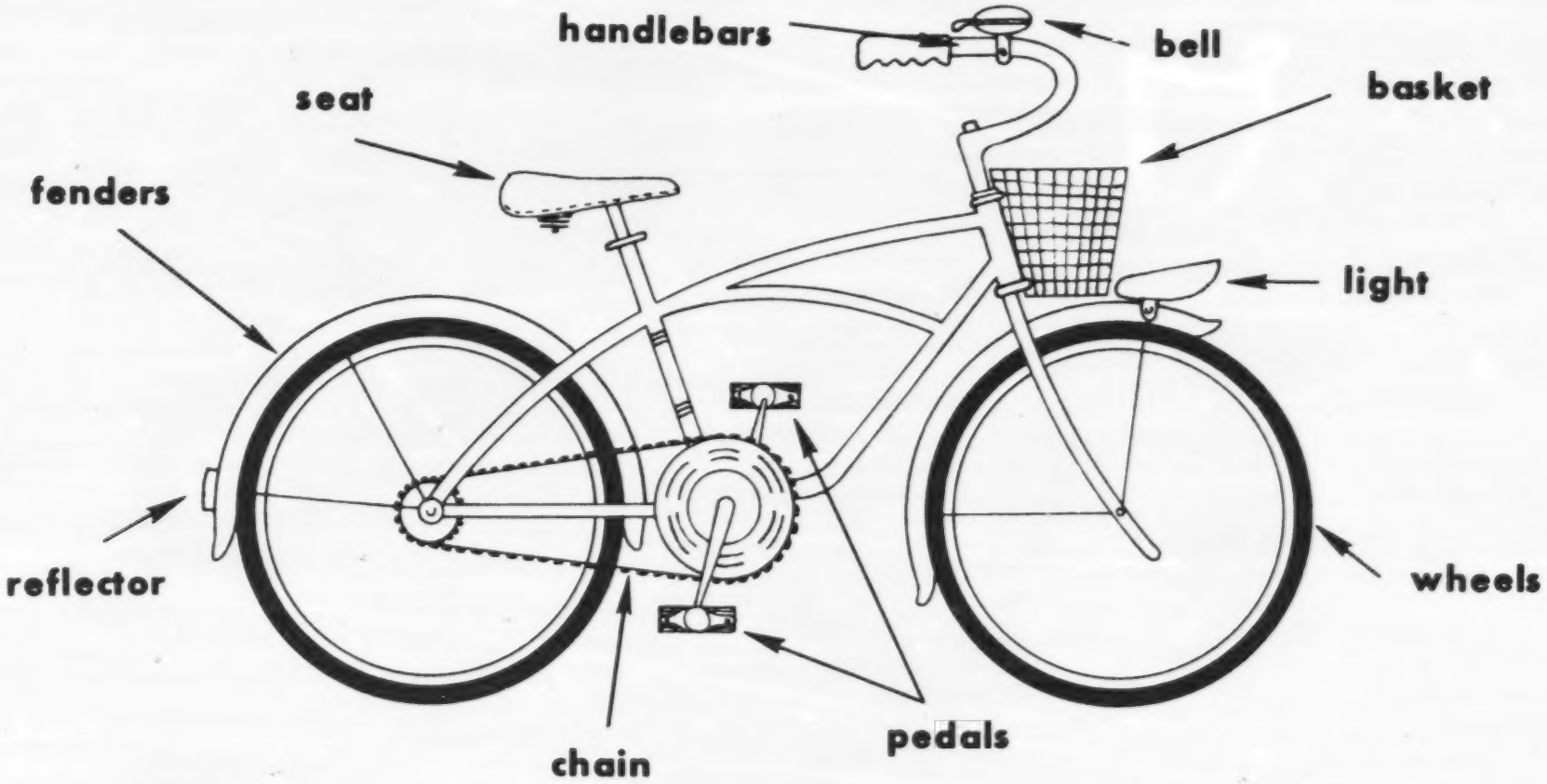
SUMMARY

Review with the students the parts to check in order to ride a safe bicycle. (Examples in KEY POINTS)

ASSESSMENT PROCEDURE (OPTIONAL)

Give each student a copy of the assessment exercise and instruct them to circle four bicycle parts in need of repair. (Teacher master has list of broken or missing parts on back. Correct in class, if time allows.) Collect the exercises and complete the assessment checklist, giving further instruction where needed.

Here is a fully equipped bicycle with all the parts and accessories labeled.



PARTS OF THE BICYCLE

A - tire (wheel)

B - fender

C - handlebars

D - seat

E - pedal

F - chain

G - reflector

H - headlight

PICTURE INFORMATION

THE BICYCLE IN POOR REPAIR has the following parts broken or worn:

VISIBLE	NOT VISIBLE
broken frame	low air in tire
worn seat (exposed springs)	
bent fenders	no brakes
broken chain	
worn tires	loose handlebars
bent tire rims	
worn handlegrips	one pedal missing
worn footpedal	
broken wheel spokes	

THE BICYCLE IN GOOD REPAIR does not have a headlight, and so cannot be ridden at night.

Dear Parent,

Your child has been learning about bicycle safety practices and proper care of his or her bicycle. To encourage proper maintenance, please safety check your child's bicycle with him/her, using the enclosed checklist.

On the checklist, put an "X" by those parts in good repair and an "O" by parts missing or in need of repair. Please make necessary repairs as soon as possible. Sign the completed checklist and return it with your child.

We appreciate your help and hope that with a cooperative effort between our school and parents we can promote bicycle safety and prevent serious accidents.

Thank you for your interest and support.

Sincerely,

_____
(Teacher)

DIRECTIONS:

PUT AN "X" BY THOSE PARTS IN GOOD REPAIR, AND AN "0" BY PARTS MISSING OR IN NEED OF REPAIR.

RETURN TO TEACHER.

SAFETY CHECK YOUR BIKE

1. _____ **WHEELS**
   Are they straight?
   Do they wobble?

2. _____ **SPOKES**
   Are any bent or broken?
   Are any loose?

3. _____ **TIRES**
   Do they feel firm?
   Are they wearing out?
   Is the tread clean?

4. _____ **PEDALS**
   Are they wearing out?

5. _____ **CHAIN WHEEL (OR SPROCKET)**
   Is it bent or damaged?

6. _____ **CHAIN**
   Is it snug?
   Are there any broken or damaged links?

7. _____ **BRAKES (COASTER OR HAND)**
   Do they stop bike fast and smoothly?

8. _____ **FRAME, FENDER, FORK**
   Are they straight?
   Do they rub any other part of the bike?
   Are the nuts and bolts tight?

9. _____ **CHAIN GUARD**
   Is it bent?

10. _____ **SEAT (OR SADDLE)**
    Is it tight?
    Is the height comfortable for you?
    Is it level with the ground?

11. _____ **HANDLEBARS**
    Are they tight?
    Is the height comfortable for you?
    Are handgrips tight?

12. _____ **BELL OR HORN**
    Does it sound loud and clear?

13. _____ **FRONT LIGHT**
    Can it be seen from 500 feet away?

14. _____ **REFLECTORS**
    Are they clean?
    Can they be seen from 300 feet?

_____
Child's name

_____
Parent Signature

Date _____

SITUATIONS FOR DISCUSSION I

SITUATION 1.

As Jimmy was riding his bicycle along the street near his house, a car suddenly pulled out of a parking place and into his bicycle's path. Jimmy tried to put on his brakes. He pressed hard, but they wouldn't work.

1. What do you think Jimmy did?
2. What would you do if something like this happened?

This is what Jimmy did. Jimmy turned his bike into the curb and was knocked off when the bike stopped suddenly.

3. Has anything like this ever happened to you?
4. Tell us about it - What happened and what did you do about it?

SITUATION 2:

Alice is riding her bicycle very fast. She wants to see how fast she can go. Suddenly the handlegrips slip backward.

1. What do you think Alice will do?
2. What would you do in a situation like this?

Alice lost her balance and fell.

3. How can we keep things like this from happening?

SITUATION 3:

Donny's dad has told him not to ride his bicycle until the new pedals are put on. It is not safe to ride with only the center of each pedal. Donny's friend Billy calls up and asks him to ride over to his house to see a surprise he has just gotten. (Billy lives 4 blocks away.)

1. What do you think Donny will do?

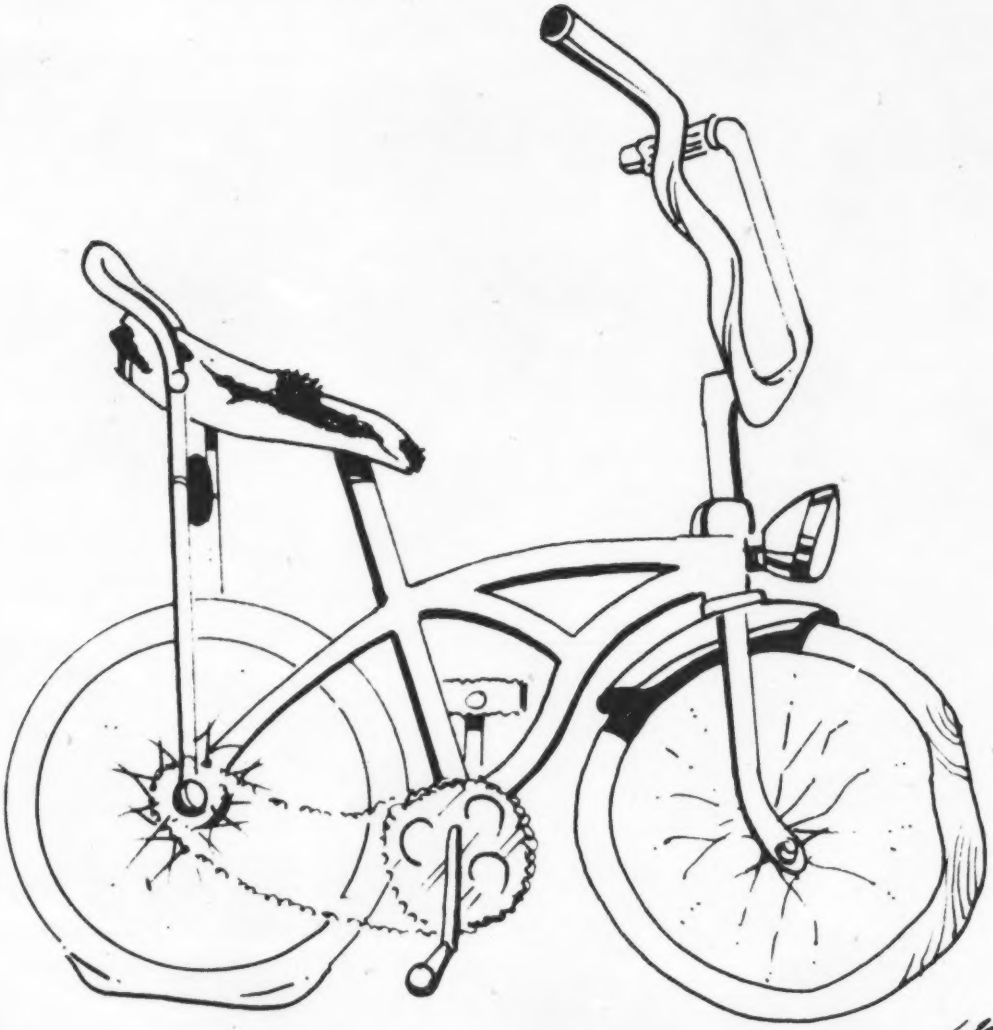
2. What would you do if you were Donny?

3. What might happen if Donny rides with broken pedals?

Donny walked to Billy's house.

ASSESSMENT

NAME _____



ASSESSMENT - LESSON NINE

BROKEN OR MISSING PARTS TO BE CIRCLED:

worn seat

loose chain

missing chainguard

warn handlegrip (left)

missing handlegrip (right)

bent handlebar (right)

low tire (rear)

worn tire (front)

bent rim (front)

bent spokes (front)

bent spokes (front)

missing fender (rear)